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SCHOOL LIFE



CONTENTS OF THIS ISSUE •

DECEMBER 1937
Volume 23 Number 4

	PAGE
Higher Education and Nationalism	Frederick J. Kelly 97
Radio and Screen	Gordon Studebaker 99
Educators' Bulletin Board	Susan O. Futterer 100
	Ruth A. Gray
Encouraging College Art	Walter J. Greenleaf 101
Recent Advances in Training Standards of Rural Teachers	Walter H. Gaumnitz 103
Christmas the Whole Year 'Round	Eleanor Vore Sickler 104
Editorials	J. W. Studebaker 106
On the Cover	
Among the Authors	
On Your Calendar	
State Legislation Affecting Education	Ward W. Keesecker 107
Program of the National Congress	Ellen C. Lombard 108
New Government Aids for Teachers	Margaret F. Ryan 109
Per Pupil Cost in Public Schools	David T. Blose 111
Growth of the Interior Department	Harold L. Ickes 112
The Vocational Summary	C. M. Arthur 114
Ten Years of F. F. A. Progress	W. A. Ross 117
New Uses of School Statistics	Emery M. Foster 118
Individualizing Education in the CCC	Howard W. Oxley 119
Progress on Records and Reports Program	122
Educational News	123
In Public Schools	W. S. Deffenbaugh
In Colleges	Walter J. Greenleaf
In Educational Research	David Segel
In Other Government Agencies	Margaret F. Ryan
In Other Countries	James F. Abel

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States.

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Higher Education and Nationalism

by Frederick J. Kelly, Chief, Division of Higher Education

★★★ I left the hotel and strolled along the shore of Lake Geneva. It was nearly half a mile to Palais Wilson where the conference of the International Bureau of Education was to be held. I soon found myself standing before the stone fence in front of the none too imposing structure. A tablet placed in a panel of that fence is inscribed: "A la Memoire de Woodrow Wilson, President des Etats Unis, Fondateur de la Societe des Nations." My heart swelled with pride to recall that the building where the League of Nations was housed during its early struggling years had been renamed Palais Wilson in honor of my distinguished countryman.

Once inside the building I was ushered into the conference room where tables forming a large "U" were arranged to accommodate about 50 delegates. Here was the room which the Council of the League occupied for years, now assigned to the International Bureau of Education for conferences. I was presently told that the much more spacious room which had been the meeting place of the Assembly of the League had also been assigned to the International Bureau of Education to house exhibits of such educational materials from member countries as bear most directly upon the work done in the schools to increase international understanding and good will.

Education Moved In

When the League of Nations moved into its palatial new buildings a mile away, education moved into the abandoned quarters. Perhaps education can consolidate the positions gained by League actions and maybe it can prepare an easier pathway for the new steps which the League or something like it is destined to take. Perhaps education can play the same role in the development of peaceful international relationships that it plays in developing strong foundations for the governments of the separate nations composing the League.

The conference of the International Bureau was presently called to order. A neat placard on the table designated the place of each country. A generous supply of materials was provided for each delegate. We found our places and introduced ourselves to our neighbors. Since I was a delegate from the "Etats Unis," the neighbors on my left were "Estonie" and "Espagne" and on my right "Finlande" and France. In the 4 days to follow, I was to learn what fine delegates these countries sent, even if a generous use of sign language was required in the case of one or two of them.



Delegates to Conference of International Bureau of Education, at Geneva.

With only a little time devoted to the welcoming and "keys to the city" preliminaries the business of hearing and discussing reports of educational progress for 1936-37 in country after country was begun.

Measures and Decrees

"Allemagne" was the first country called upon. As Doctor Gräfer representing the Government at Berlin made his way to the speaker's table, copies of an English translation of his report were laid before us. Thus, I was spared the embarrassing necessity of guessing at what he said. This is the way his report began:

"Of the measures and decrees promulgated during the period under report . . ."

I could hardly go beyond that first line. My mind was gripped at once by the concept of education by governmentally promulgated measures and decrees! I could hardly give attention to what those measures and decrees were for thinking of the fact that "educational progress" was to be reported in terms of "decrees"!

Space will not permit going into the question of the far-reaching nature of the changes wrought by these decrees such as the "fundamental decree of the Reichsminister of Education issued on April 20, 1936, which made English the first and main foreign language." These changes are varied and sweeping and can be read in the yearbook soon to be published by the International Bureau of Education, Palais Wilson, Geneva, Switzerland. This article must be confined to the thoughts engendered in my mind by the idea of *running schools by decree*.

If Germany's delegate had been the only one at the conference to report "educational progress" in terms almost wholly of changes wrought by the ministry of education, I should probably have recovered from the shock promptly. But as one country after another reported, I came to realize that my report would be almost unique in that I was going to tell of progress being made by schools on their own local initiative or on the initiative of the States. No central office exists in the United States with authority to decree what shall be done in schools. But in most of the other countries represented at the conference, the authority to run the schools resides in the ministry of education just as the authority to run the army resides in the war department.

To be sure, the comparison should be made not between Germany and the United States but between Germany (or almost any other European country save England) and any one of our 48 States. But even when the comparison is thus made with, say, New York or Kansas, there is a striking difference. Education in a given State of the United States is not thought to be chiefly the responsibility of the State department of education. Education is the concern of the local communities, with the aid and systematization of the State department. City superintendents and principals of high schools do not think of themselves as engaged in carrying out orders of the State department. Improvements in education in the community are their responsibility and the responsibility of their teachers and patrons. On the other hand, in most European countries, judging by the reports made by the representatives of their ministries of

education, the center of responsibility for educational policies and practices is the minister of education. Local educational officials are concerned chiefly with administering the schools in conformity with the "measures and decrees" promulgated by the minister rather than with studying their local situations and making appropriate adjustments.

Paris Conference

Immediately following the Geneva conference, I was a delegate to a conference in Paris of directors of higher education in ministries of education and invited university representatives. My impression was again borne out that even in higher education the directing authority resides in the central government in most countries.

While the extent of this centralized control differs among European countries just as the extent of local control differs among the several States of the United States, the difference in the relationship of education to nationalism between the United States and most European countries is both fundamental and wide. It is that relationship which is worthy of more careful consideration by Americans than is generally given to it.

Education in this country is a function of the several States as distinct from the Federal Government. There are, nevertheless, certain aspects of education which concern the Nation as a whole rather than the separate States. For example, the neglect of adequate education respecting conservation may affect the Nation as a whole more than it affects any one State. The same may be said about scores of social, economic, and political issues. If democracy as a way of life is threatened by the spread of dictatorship, it is a concern of the Federal Government perhaps even more than it is a concern of the separate States.

Reinforcing the Foundation

What recourse is open to the Federal Government through education to reinforce its foundations of popular government?

Home of the International Bureau of Education.



Two procedures have been used in the past: (1) By the ordinances of 1785 and 1787 grants of public lands were made to the States permanently to endow schools. The Federal Government stated its position clearly in the Ordinance of 1787, one paragraph of which reads:

"It is hereby ordained and declared by the authority aforesaid that the following articles shall be considered as *articles of compact* (italics mine) between the Original Thirteen States and the people and the States in said territory and forever remain unalterable unless by common consent. To wit: Article 1, . . . , Article 2, . . . , Article 3, that religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

Here then was the Government's position. We cannot have good government without good schools. We will give the States endowments for schools as a part of a "compact." Their side of the compact is to provide that knowledge necessary to good government.

By the clearest possible implication the Government reserves the right to indicate when in its opinion any State is not providing that knowledge necessary to good government. In fact, it no doubt has the right to go further than to indicate its opinion. It can do something about it as is shown by the second procedure here indicated.

(2) In addition to expressing its opinion about the inadequacies of the education provided by the several States, the Federal Government may take steps to correct the deficiency. In 1862, after years of debate, the Congress passed the Morrill Act establishing a system of colleges of agriculture and mechanic arts in the several States. This act was in protest against the practice, followed by the States, of maintaining colleges concerned too exclusively with the education needed by the professional and leisure classes. Education was not being provided suitable for the agricultural and "industrial classes." Agriculture, the basis of national progress, was not being adequately fostered by education. The

Federal appropriations to these land-grant colleges are now (or shortly will become) in excess of \$34,000,000 annually.

But even with this stimulus to education in the fields of agriculture and mechanic arts, the States still did not incorporate suitable education of less than college grade for people on the farms and in the factories. Therefore, nearly 60 years after the Morrill Act, the Congress passed the Smith-Hughes Act setting up a plan of cooperation with the States for maintaining vocational education in the high schools of the country. The last congress in accordance with the previously adopted George-Deen Act made appropriations which add above \$14,000,000 per year to the sums available under the Smith-Hughes Act.

Fundamental Question

By these two procedures, the Federal Government has demonstrated that it may take such steps as will assure the sort of education which national welfare demands. How far it should go in this direction is a question fundamental in nature. To study the whole question of Federal relations to education, President Roosevelt about 16 months ago appointed a distinguished committee. This committee is planning to report its findings and recommendations by January 1, 1938.

At this stage no one can be sure what will emerge as the result of the present deliberations concerning the relation of education to nationalism. One observation seems justified. Unless there can be found ways of assuring the voluntary adoption by the States and local school authorities of those measures regarded by the Nation as "necessary to good government," the Federal Government will undoubtedly increase its influence in the field of education.

Autocratic governments move quickly and make full use of their educational forces to develop a supporting public opinion. Educational "reforms" are instituted without delay and reach almost all the children (and many adults) throughout the country.

Such a procedure is obnoxious to every true American. Better to have slower progress under the democratic method. But how slow? Or putting it in other words, is there some way to speed up action and yet retain the democratic process? Even in the case of policies with which everyone agrees—such, for example, as the seven cardinal objectives of secondary education—is there some way to secure their incorporation into practice without waiting almost interminably? In autocratic countries the minister of education issues an edict or a decree and health instruction begins at once. In this country, a competent commission puts health as the first objective of secondary education. The Office of Education publishes the report of the commission. The education leaders of the country take cognizance of the arguments made. All agree that the recommendations are sound and that health education should be stressed. But what happens? A little. Twenty years later schools in a vast number



Delegates to Conference on Higher Education held by the Institute of Intellectual Cooperation of the League of Nations, at Paris.

of places have made only insignificant changes, if any, with respect to health instruction.

Is such slowness inevitable as long as the democratic way of life prevails? If so, democracy suffers a great handicap in its competition with autocracy. In my opinion such slowness is not inevitable. Democracy needs to build up more adequate machinery to speed up the voluntary incorporation into practice of accepted policies. Writing splendidly rhetorical reports and letting them then gather dust on library shelves is not the way which the welfare of democracy demands. A set-up adequate to assure educational action by the democratic process is needed. Not centralized government authority in matters of education, but machinery to wield Nation-

wide influence in behalf of educational progress.

Now that America no longer has the great untapped resources beyond her frontiers upon which to draw, she is having to meet, for the first time, competition with older countries on a more nearly equal footing in that respect. The real test of our democracy is before us. One of the most difficult problems confronting our statesmen in that test is how to speed up change in those aspects of our life such as education which lack the stimulus of a commercial motive. Must there be more centralized authority or will we be ingenious enough to find adequate devices to accomplish change voluntarily and thus reserve the maximum of liberty?

● RADIO and SCREEN

Two New Films

A new motion-picture film "Rollin' down to Mexico" has just been completed by the Pan American Union for the use of schools and colleges, women's clubs, and other study groups. This one is of a series of sound pictures about the cities, countries, and commodities of Latin America recently added to the motion-picture library of the Union as a part of its educational activity. For information write the Section of Motion Pictures Pan American Union, Washington, D. C.

Realizing that the public, as well as the nursing profession, is interested in the education of nurses, the division of visual experiment of the Harmon Foundation, in cooperation with the New York Hospital School of Nursing, has prepared a 2-reel, 16-millimeter silent film, "Nurses in the Making." The film is accompanied by suggestions for use which include reading lists on nursing and nursing education. A list of phonograph records which will furnish appropriate music for the showing is also supplied. The picture should be of interest to club program committees, school assemblies and education association meetings. It will be particularly useful in

vocational guidance work. Available for rental from the Harmon Foundation, 140 Nassau Street, New York, N. Y.

Radio Listening Centers

The Mountain Radio Listening Center System sponsored by the University of Kentucky is fully described in a very interesting 12-page illustrated booklet. Copies may be secured without charge from Elmer G. Sulzer, director, publicity bureau, University of Kentucky, Lexington, Ky.

Broadcasts on Literature

During 1937-38 the National Council of Teachers of English is cooperating with the American School of the Air in producing a series of 13 broadcasts on "Aspects of American Literature." The programs may be heard each Tuesday over the Columbia Broadcasting System from 2:30 to 3 p. m. E. S. T.

Short-Wave Broadcasts

America's bid for supremacy in the highly competitive field of international short-wave radio broadcasting was strengthened during the month of September by a marked increase in the number and diversity of the National

Broadcasting Co.'s schedule of special programs expressly designed for foreign countries. Thirteen different countries in Europe, South America, and Central America are now tuning in their radio sets to these cultural programs and entertainment.

Television

The Columbia Broadcasting System's new television transmitter, which took some 50 technicians more than 9 months to build, is being given its first power tests at the Camden, N. J., manufacturing plant.

About the first of the year, when all "bugs" have been eliminated, the transmitter is to be shipped to New York for installation on the seventy-third and seventy-fourth floors of the Chrysler Building. There it will provide television programs from the nearby Grand Central Station studios now being built by Columbia. These programs may be picked up within a radius of approximately 40 miles over a total area of about 4,800 square miles of thickly populated territory.

Second Radio Conference

The Second National Conference on Educational Broadcasting was held at the Drake Hotel in Chicago, November 29, 30, and December 1. The discussions were of interest to both producers and consumers of educational radio programs.

Community Film Work

Sarah McLean Mullen, coordinator of visual aid and teacher of English and motion-picture appreciation at Lincoln High School, Los Angeles, has written a stimulating account of how to make community film work effective. The article, entitled "A Social Force", appears in the October issue of *The California Parent-Teacher*.

For Amateur Leaders

Amateur groups interested in radio broadcasting will find helpful suggestions in a handbook called "Radio Script Duplication", prepared by the Radio Workshop of Ohio State University. The booklet presupposes no great knowledge of radio and its techniques. It contains numerous examples of continuity and script pages, and of various processes of duplication; gives advice on type, paper, and colors; and tells how to time production. The booklet will be sent to interested leaders of amateur groups on receipt of 10 cents to cover mailing costs. Address requests to the Radio Workshop, Ohio State University, Columbus, Ohio.

Radio Calendar

A radio calendar which lists sustaining educational programs to be presented during the fall and winter months by the Columbia Broadcasting System and the National Broadcasting Co. is sent free upon request. Address, The American Association of School Administrators, 1201 Sixteenth Street Northwest, Washington, D. C.

GORDON STUDEBAKER



EDUCATORS' BULLETIN BOARD



New Books and Pamphlets

Safety Education

Industrial Safety Education in Schools, by Paul L. Cressman, John A. McCarthy, L. G. Stier, Willis A. Sutton, Albert W. Whitney. New York, Metropolitan Life Insurance Co. [1937] 48 p. (School health monograph no. 10.) Free to school administrators and teachers.

Discusses the basic principles and practices of effective safety education in school shops.

Youth at the Wheel, a reference book on safe driving, by John J. Floherty. Philadelphia, J. B. Lippincott Co., 1937. 154 p. illus. \$1.75.

Intended primarily for readers between the ages of 14 and 18, but contains much information useful to the adult driver.

Adult Education

Capitalizing Intelligence, eight essays on adult education, Warren C. Seyfert, editor. Cambridge, Graduate School of Education, Harvard University, 1937. 141 p. 75 cents.

Contents: Living on an adult level, by Lyman Bryson; Getting ready for social change, by Eduard C. Lindeman; The education of leaders for an adult world, by Harold Benjamin; The worker accepts responsibility for education, by Eleanor G. Coit; An experiment in disciplined freedom, by Harry A. Overstreet; Bring back the Town Meeting, by George V. Denny, Jr.; Capitalizing intelligence, by Kirtley F. Mather.

How Adults Read, by Guy Thomas Buswell. Chicago, Ill., The University of Chicago, 1937. 158 p. (Supplementary Educational Monographs, no. 45) \$1.50.

A report on the individual analysis of the nature of the reading process for one thousand adults and on remedial experiments.

Educational Centennials

The Kindergarten Centennial, 1837-1937. Prepared by The A. C. E. Kindergarten Centennial Committee, Edna Dean Baker, Chairman. Washington, D. C., The Association for Childhood Education, 1937. 24 p. 15 cents.

A brief historical outline of early childhood education.

Horace Mann Centennial, 1837-1937. Suggestions for suitable commemoration by the schools of Massachusetts of the one hundredth anniversary of the establishment of the board of education in Massachusetts, and the election of Horace Mann as its first secretary. Boston, Massachusetts Department of Education, 1937. 202 p. illus.

Contains material appropriate for programs for the Horace Mann Centennial.

Student Activities

How to Organize a Student Activities Fund for the Supervision of Student Finances, by

Charlotte M. Schaedel. 9 p. Mimeog. 50 cents. (From the author, Peterborough High School, Peterborough, N. H.)

Written especially for headmasters and others who have to account for money raised and expended by students.

Extra-Curricular Activities, Revised Ed., by Harry C. McKown. New York, The Macmillan Co., 1937. 734 p. illus. \$3.25.

Discusses newer activities, emphases, and procedures, and suggests improved methods of organizing the older activities.

Graphic Statistics

How to Use Pictorial Statistics, by Rudolf Modley . . . with one chapter on Symbols by Franz C. Hess. New York, Harper and Brothers, 1937. 170 p. illus. \$3.

Outlines the laws and methods of pictographs; over 75 charts provide examples of the various uses of pictorial statistics. Contains a chapter on Pictorial Statistics in School.

Conservation

Water, its Conservation and Use, by Stanley W. Morse. Sacramento, Calif., State Department of Education, 1937. 38 p. (Science Guide for Elementary Schools, vol. 3, no. 8.) 15 cents.

Emphasizes the use and handling of water for human consumption.

For School Libraries

In Little America with Byrd, based upon experiences of the 56 men of the Second Antarctic Expedition, by Joe Hill, Jr., of the Ice Party and Ola Davis Hill, his mother, with foreword by Rear Admiral Richard E. Byrd . . . Boston, Ginn & Co., 1937. 264 p. illus. \$1.

An interesting account of the expedition, related by the youngest member of the party, who was just 20 years old when he went to Little America.

Plutarch's Lives, Shortened and Simplified, by Grace Voris Curl. Boston, D. C. Heath & Co., 1937. 376 p. 96 cents.

Selections include: (1) the more familiar names in history; (2) stories that furnished plots for Shakespeare; (3) the biographies most interesting in themselves.

Our Country from the Air, by Edna E. Eisen. Chicago, Wheeler Publishing Co., 1937. 212 p. illus. \$1.20.

Every left-hand page of this supplementary geography is a full-page aerial view (7½ x 9½ inches) correlated with informative text. Guide statements also direct the pupils' attention to the most significant details of the pictures.

SUSAN O. FUTTERER



Recent Theses

A list of the most recently received doctors' and masters' theses in education, which may be borrowed from the library of the Office of Education on interlibrary loan:

ALLEN, CECIL H. Legal principles governing practice teaching in state teachers colleges, normal schools, and public schools. Doctor's, 1936. Teachers College, Columbia University. 160 p.

ARSENIAN, SETH. Bilingualism and mental development: a study of the intelligence and the social background of bilingual children in New York City. Doctor's, 1937. Teachers College, Columbia University. 164 p.

DI NAPOLI, PETER J. Homework in the New York City elementary schools. Doctor's, 1936. Teachers College, Columbia University. 60 p.

FERRY, THOMAS F. Organization activities in the Washington, D. C., public schools. Master's, 1937. George Washington University. 89 p. ms.

FRANK, MILDRED H. Education for international good will. Master's, 1937. Boston University. 193 p. ms.

FRASER, MOWAT G. College of the future: an appraisal of fundamental plans and trends in American higher education. Doctor's, 1937. Columbia University. 529 p.

GABEL, *Rev.* RICHARD J. Public funds for church and private schools. Doctor's, 1937. Catholic University of America. 858 p.

GOEBEL, *Rev.* EDMUND J. Study of Catholic secondary education during the Colonial period up to the first plenary council of Baltimore, 1852. Doctor's, 1936. Catholic University of America. 269 p.

HAN, SHU ESUAN. A brief study of the school system in Fairfax county, Va. Master's, 1937. George Washington University. 90 p. ms.

HILL, ROBERT R. Relation of teacher preparation to pupil achievement. Doctor's, 1936. George Peabody College for Teachers. 34 p.

LAZAR, MAY. Reading interests, activities, and opportunities of bright, average, and dull children. Doctor's, 1937. Teachers College, Columbia University. 127 p.

LITTLE, BENJAMIN A. Unit organization of four topics in English literature for the ninth school year. Master's, 1937. Boston University. 153 p. ms.

MARBLE, HAROLD E. Variations in the budget of Seneca Falls schools compared with 35 village superintendencies over a 10 year period. Master's, 1937. Syracuse University. 84 p. ms.

MATTHEWS, M. TAYLOR. Experience worlds of mountain people: institutional efficiency in Appalachian village and hinterland communities. Doctor's, 1936. Teachers College, Columbia University. 210 p.

OSBORNE, ERNEST G. Camping and guidance. Doctor's, 1936. Teachers College, Columbia University. 260 p.

ROUCEK, JOSEPH S. Development of sociology in Czechoslovakia. Master's, 1936. New York University. 46 p. ms.

SINCLAIR, WALLACE E. Teaching of ancient American civilizations in the public schools. Master's, 1937. Boston University. 94 p. ms.

STAFFORD, MARGIE H. Analysis of the vocabularies of four music textbooks designed for second grade use; based upon standard alphabetical lists of words for primary grades. Master's, 1936. Syracuse University. 116 p. ms.

STOHLMAN, MILDRED A. Annotated bibliography of arithmetic as found in surveys of city schools in the United States. Master's, 1937. George Washington University. 61 p. ms.

TOALSON, FRANK B. Discipline as reported by teachers in a senior high school of Kansas. Master's, 1937. University of Kansas. 73 p. ms.

TWEEDY, RALPH L. Trends in agricultural income, industrial payrolls, retail food prices and teachers' salaries for 95 Kansas high schools, 1930-36. Master's, 1937. University of Kansas. 38 p. ms.

WEE, K. A. Physical education in Protestant Christian colleges and universities of China. Doctor's, 1936. Teachers College, Columbia University. 105 p.

WOLFENBERGER, O. K. Comparative study of the value of written reports in laboratory experiments versus non-written reports in a ninth grade general science class. Master's, 1936. University of Kansas. 61 p. ms.

RUTH A. GRAY



Encouraging College Art

by Walter J. Greenleaf, Specialist, Higher Education

★★★ As visitors in Washington view the exhibition in the Department of the Interior, of some 150 canvases done by college students throughout the United States, they realize more fully the importance of art work in college, and the influence of the different schools of painters on the young student artists.

One of the features of the Interior building is the Fine Arts Gallery which occupies a part of the top floor. The gallery is completely modern with air conditioning, silent floor coverings, concealed radiation, neutral monks cloth backgrounds, indirect lighting and canopies of acoustical plaster. Walnut benches with blue leather coverings provide seats for visitors throughout the length of the gallery which is about 250 feet.

The gallery itself is divided into three salons, one of which is reserved for continuous exhibitions of the work of college art students throughout the Nation.

The College Wing

The west end of the gallery is, therefore, known as the College Wing. Here a series of exhibitions of works of art done in the colleges and in the endowed art schools of the United States will be shown for periods of 1 to 3 months. The south wall of this room provides an exhibit area of about 90 by 8 feet. The north wall is broken in the center by a door leaving space on either side of about 42 by 9 feet. In other words about 174 running feet are to be used in this room to show the work of student artists

Pictures reproduced on this page are now on view, with many others, in the College Wing of the Fine Arts Gallery, Department of the Interior, in Washington. From upper left to right, they are:

"Shipwreck" by Jirayr H. Zorthian, of Yale University.

"The Bride" by Emilie Arlt, student at Corcoran Art School, Washington, D. C.

"Portrait of Steve" by Alfred Fatica, student at Cleveland School of Art.

"Portrait of a Girl" by Marthae Anne Chapman, student at Maryland Institute of Art, Baltimore.

"Form Relationship" by Joyce Davies, student at Mills College, California.

"Still Life" by Eloise Isley, student at the University of Illinois.

Thirty-nine colleges and universities and twenty-three endowed art schools were invited to send exhibits for the first series of shows given in 1937-38. These institutions, selected by a representative committee represent all geographical areas. Three types of art schools are included: (1) schools of fine arts some of which are departments of universities while others are independent endowed art schools; (2) architectural schools that are members of the Association of Schools of Architecture; and (3) schools of landscape architecture that are members of the Association of Professional Schools of Landscape Architecture. Some universities of course provide all three types of schools.

These institutions have been canvassed to ascertain in what branches of art each wishes to be represented in future exhibitions. Shows are being planned to include (1) painting and drawing in various media, including prints, (2) sculpture to be exhibited along with other works of art, (3) architecture, and (4) minor arts in two and three dimensions, including industrial design in printing and advertising.

Before pieces for exhibition are hung in the College Wing, certain conditions must be met, which include framing of oil paintings, and matting of all other pictures and prints, crating of pieces for transportation, insurance if desired, and express charges to and from Washington. Each school selects its own pieces for exhibition as representative of the work done by its students. All work is of recent date and properly identified. To give unity and appropriateness to the entire exhibition, the hanging committee reserves the right to select or reject any of the pieces sent from an institution for exhibition purposes. To allow for such selection, a school may submit more pieces than will likely be hung. Photographs of sculptured objects together with weight and dimensions must be mailed for approval before shipment of objects.

Exhibit Periods

Exhibits will remain on view from 1 to 3 months depending upon the nature of the exhibit and its popularity. No exhibit will be hung for less than 1 month, and only in special instances will an exhibit remain on display for a period longer than 3 months. After the first exhibition, which is limited to framed oil paintings, probably no more than 10 schools will exhibit at a single show which means that at least a year will be required to give opportunity for all schools, on the preliminary list, to exhibit. No exhibition will be judged on a competitive basis and no awards will be made.

All of the selected institutions were invited last June to send exhibits for the fall opening of the gallery, but during the summer many of the directors of art schools were away on vacation, and student works which might have been shipped for exhibition had been returned to the owners and were not imme-

diately available. In spite of this, 20 colleges shipped about 150 framed oil paintings for the first showing.

Formal Opening

The formal opening of the gallery was held November 12. The first exhibition will remain on view until March 1, when another exhibit is scheduled.

The paintings now on exhibit represent various techniques in oil and tempera from small still life subjects to large wall paintings. There are landscapes, portraits, studies in the nude, book illustrations, colorful designs and murals. These paintings are hung not by schools, but with regard to shape, color, size, and other factors which enter to balance the exhibition as a whole. The paintings are numbered in sequence however as received from a school so that visitors interested in paintings from a single school may find them in the exhibit by reference to number and catalog. By this means the visitor may conclude that one school is influenced by the old masters, another by contemporaries, another by the modernistic movement, while some concern still life subjects either realistically handled or enlivened by an artist's creative and imaginative ability.

The paintings on exhibit have been passed upon by numerous art critics and teachers as good examples of student work and worthy of national exhibition. While some will naturally be better liked than others, nevertheless all have a place in a national exhibition as being typical examples of student art in this country.

Benefits Derived

Benefits through art exhibitions of this character arise from several sources. A student painting to be worthy of exhibition must pass inspection locally by the teacher and other art critics before it is chosen as sufficiently outstanding to send to a national exhibit. With this stamp of approval the picture is then shipped to the gallery where it undergoes another inspection before it is hung. While on view many criticisms may reach the ears of the artist, who may accept or reject them. The artist may compare his work with that of contemporary artists, and of different schools of painters. After the exhibition he may hope for a better sale of his work because it had been chosen by critics for exhibition purposes.

In the belief that such a gallery should stimulate art in general and art education in particular, the purpose of the College Wing is to exhibit in Washington the work done in the practice of art on the college level. Opportunity will thus be given for getting the various schools acquainted with each others' products, and added incentive will be given to students to have their works exhibited.

Report on Conference

Following the theme *Safeguarding the Early Years of Childhood*, the seventh biennial conference of the National Association for Nursery Education, held in Nashville, Tenn., recently, emphasized the need for co-operative effort among all agencies concerned with the growth and development of young children. Participating in the conference were nursery school teachers, nutritionists, pediatricians and psychologists; research workers in child development; and representatives from the related fields of public health, family welfare, family housing, parent education, and community planning. The number of such organizations actively cooperating in this biennial conference was unusually large. Their representatives participated in general sessions as well as directed or contributed to discussions pertaining to their special interests.

The need for closer cooperation among workers in all phases of child development was graphically pictured in the opening address by Lawrence K. Frank on *The Fundamental Needs of Children*. Mr. Frank described the initial needs for security and protection which arise from the physical adjustments an infant must make and paralleled this with a description of the sympathetic guidance needed to help a young child make the social and mental adjustments required by society and still maintain his identity as an individual. Individuality was emphasized as a major asset in life today. The following topics for the study classes indicate the general points of attack made in group discussions upon the current needs of young children: *Correlating Community Forces for Work With Young Children*; *Economic, Social and Political Factors Involved in Planning for Child Welfare*; *Putting Scientific Findings to Work*; *Effective Parental Contacts for Workers With Children*; *Implications of Mental Hygiene, Theory and Practice in Safeguarding Early Childhood*.

MARY DABNEY DAVIS

Health Organizations Merged

The American Physical Education Association founded in 1885, and the department of school health and physical education of the National Education Association, were recently merged. The new organization becomes a department of the National Education Association and will be known as the American Association for Health and Physical Education.

The association publishes a monthly *Journal of Health and Physical Education*. The president of the association is Prof. C. H. McCloy of the University of Iowa and the secretary-treasurer is Prof. E. D. Mitchell of the University of Michigan.

Recent Advances in Training Standards of Rural Teachers

by Walter H. Gaumnitz, Senior Specialist in Rural Education Problems

★★★ It is "an ill wind that bloweth no man good." In education as in other fields, it has become customary to look only for evil results from the recent economic depression. Yet a careful analysis reveals that some permanent gains were made to our educational system. Among such gains stands out in bold relief the improvement in the education and certification standards of teachers in rural schools.

Low Salaries Cause Low Standards

While school authorities are reporting higher education requirements for all classes of teachers, the most striking gains are now being made in the educational qualifications of the rural teachers. Generally speaking, it is rural school boards that adhere most closely to the minimum training requirements fixed by the States for teacher certification. City school systems, having better financial support, tend to create more favorable teaching conditions in the way of salaries, equipment, tenure, and the like. These advantages enable them to maintain standards well above the minimum fixed by the State. Because it has been more difficult in rural communities to secure sufficient funds to attract better teachers and because the thinking of rural school board members along financial lines has been conditioned by the comparatively low cash incomes of farm people generally, salaries offered to rural teachers have for the most part been and continue to be low.

The annual salary of the median teacher in one-room schools, for example, was \$517 in 1935; that of the median teacher in two-room schools was \$620. Below these ranged some 12,000 teachers of small rural schools who received less than \$300 per year; fully 6,000 of whom received less than \$200. These salaries assume even greater significance when compared with the situation in the larger cities. Over a long period of time the salaries in the smaller rural schools have ranged from one-half to one-third the amount paid in the city schools. During the same period the disparities between the salaries of rural and city teachers have grown wider. In good times salary increases in rural schools have lagged behind those in city schools; in hard times the salaries of the former have fallen both faster and farther than of the latter.

These low salaries have made it most difficult to raise the training standards of rural teachers. Despite this unfavorable salary sit-

SOMETHING TO THINK ABOUT

1. Is it a healthy condition when an economic depression of great proportions seems necessary to jar the public and its leaders out of their lethargy concerning a need so obvious as a trained teacher for every schoolroom?

2. Are taxable resources available for support of public education so small that school authorities must trade upon the economic distress of their teachers to achieve the desired improvements in training qualifications?

3. Is it fair to take advantage of the economic distress of so loyal a group of public servants as the rural teachers by compelling them to make additional outlays of time and money for education while at the same time drastic cuts are being made in their already extremely low salaries?

uation, some striking gains are seen in the scholarship requirements for certifying beginning teachers (table 1). Particularly is this evidenced when a long view is taken of the matter. The greatest gains have, however, been made during the period 1930 to 1935. The depression has apparently accelerated progress in teacher-training standards, and recent reports from State departments of education suggest that the impetus gained is resulting in even further advances since 1935. At the present time well over half of the States require high-school graduation plus 2 years of normal school or its equivalent as a minimum for a teaching certificate. Certain it is that well over half of the States now require high-school graduation plus 2 years of normal school or its equivalent as a minimum for a teaching certificate.

Improvements Indicated

Laws and regulations governing the certification of teachers are not retroactive but usually apply only to new recruits of the profession. However, they often contain provisos which require the teachers already certificated to secure additional training within a specified period of time if they wish to keep their certificates in force. New certification requirements do not, therefore, bring all of the teachers up to the newly required training level.

Statistics are available to show the educational status of rural teachers in 1930 and in 1935 (table 2). They indicate clearly that not only have the certification requirements risen during this period but there has been an increase in the number of years teachers have attended school. In 1930, 44.1 percent of the teachers of the white and 75.2 percent of those of the Negro one-room schools had not gone beyond high school; in 1935 the corresponding percentages had dropped to 22.5 and 45.9. The percentages of these teachers with 2 or more years of college education show significant upward changes. In the case of the teachers of the one-room Negro schools the proportion with 2 years or more of college training increased during the 5 years, from approximately one in eight to one in three.

Training levels of the two-room teachers have improved, if anything, even more rapidly than those of the one-room schools. For example, the percent of teachers of the two-room white schools who have not attended college decreased from 36.0 in 1930 to 12.5 in 1935; the percent with 2 years or more of college education rose from 39.0 to 65.5. The improvements among teachers of two-room schools are proportionately greater than is apparent from the percentages because the training levels for one-room teachers were considerably lower at the beginning of the period, thus leaving more room for improvement. It is encouraging to note by way of summary that in 1935 somewhat more than two in five of all one-room teachers and three in five of all two-room teachers in the United States were graduates of 2-year normal schools or had equivalent preparation.

Present Training

Those desiring a somewhat more detailed picture will be interested in data presented in table 3. County superintendents report a wide variation in the training levels of the teachers in the small schools. Data for 1935 (table 3) show a total of 7,449, or 5 percent of the teachers of the one-room schools, and 4,432, or 10 percent of the teachers of the two-room schools with an education equivalent to college graduation. Indeed, 1,828 of them had a year or more of postgraduate work.

Some of the higher trained teachers are probably teaching in these small rural schools because positions in the larger schools were not available to them. But, as was seen from table 1, three of the States fix college graduation as the minimum training for any teacher's

(Concluded on page 110)

Christmas the Whole Year 'Round

by Eleanor Vore Sickler, Principal, Christmas School

★★★ Around the holiday season, the name of this mining camp brings "Christmas" into the public eye. The village sprawls over the slopes of the semidesert hills and nestles in a canyon. The occasion of the name was the discovery of the mine on a Christmas Eve. Christmas has a school that, in common with other schools in copper mining districts, has been subject to great fluctuations in numbers, owing to a variety of economic conditions. In 1929 we had 5 teachers and an enrollment of 170 pupils; the past 2 years of the depression, with the price of copper at low ebb, we have numbered 16, with 1 teacher for all 8 grades. In the absence of doctor, nurse, or priest at hand, the teacher has perforce taken over, within the limitations of professional capacity, some of the functions of all, outside school hours. For Christmas school has become a little more than a school; it is a sort of family group.

Expansion Spells Adventure

Now, with increased copper prices, we are entering another period of expansion, and the air seems attuned to expectancy. Expansion, to us, spells adventure—more people to know, more friends to make, new things to do, enlarged living.

About two-thirds of our pupils have heretofore been children of non-English speaking Mexican miners. Obviously, the language handicap so prevalent in the Southwest, has been one of our major problems. It was complicated at first by a resentment, parent fostered, against what was termed our desire to make the children forget their native tongue. Persuasion and reason fell on deaf ears; coercion met open defiance. We lessened our pressure on the harassed children, tormented between school and home loyalties, and sought an ally in the adult camp.

The father of two of our children had a fair working knowledge of English, and was a man

of some weight in the Mexican community. A call at his home, compliments on the progress of his children, a good radio concert enjoyed together, and respectful interest in the real herb lore of the senora, convinced both parents of the friendly intent of the visit. I apologized for my halting Spanish, regretting my slight acquaintance with their beautiful tongue, and enlarged upon the benefits the Mexican children had in their opportunity to learn well two valuable languages, one their own so expressive Spanish, the other the language of the country in which they live and earn their bread. It was an advantage, I admitted, which they enjoyed over their American schoolmates. I could wish that all of the Mexican parents might cooperate with our desire to press this advantage by urging their boys and girls to seize every chance offered to practice English when away from home. I was assured that hereafter it would be the father's pleasure to present this view to his compatriots. He was as good as his word. We hear no more about enforced English speaking. Our older children take pride in teaching their pre-school brothers and sisters a small working vocabulary to start on, and their own knowledge of English already so far outstrips their Spanish that they often speak the former at home among themselves. It is true that at school they also sometimes speak Spanish to the younger members of their families, or when excited or hurried, but it is no longer through intentional defiance, but rather the effect of being somewhat bi-lingual.

Use Standard Tests

The cooperation begun in this instance has extended to other matters and for several years the relationship between the parents and teachers has been cordial and even affectionate.

In the past 4 years we have experimented in our upper grades with a successful attempt

to do away with the double standard of scholarship we had maintained in the first years, and have required the same type of work from our Mexican pupils as we expected from the others. The results were checked by standard tests each year and an individual record kept both with graphs and tabulations, with personal notations on home and health conditions that might affect scholarship and behavior. A careful comparison of these graphs above the fourth grade shows the Mexican children holding their own very well with the Americans, once they have a sufficient English vocabulary to compete with them at all.

We feel that another of our experiments has had a beneficial effect, though its value cannot be definitely appraised since its results are progressive. This undertaking was the introduction of short and frequent rest periods. Herein we are following Nature's principle of alternate activity and rest, her rhythm of tension and relaxation, and this principle of relaxation is a part of our emphasis on mental hygiene. This emphasis includes an attitude of cheerful, interested acceptance of all phases of our daily companionship and occupations, and an open and fearless mind toward our greater home, the universe, and our larger family, its inhabitants.

Our children begin to learn physical and mental relaxation in the first grade, carry the practice throughout their school experience and usually learn to enjoy its benefits so much that they voluntarily keep it up at home during vacations. In an unresting age, turbulent with social, political, and economic change we offer this small contribution to sanity; an attempt to arm each of our children with the power at least to make a balanced individual adjustment to the shifting values of their day.

System of Cooperation

In the past 2 years during which we have been a one-room rural school with all grades, we have worked out a system of cooperation in the schoolroom together with the elimination of nonessentials and combination of classes which has proved interesting and enjoyable and has enabled us to cover cultural and practical ground that we could not otherwise have encompassed. The older children made themselves responsible for the younger children of their respective families. They used odd moments when they had to wait for my attention to hear the little ones' spelling lesson or reading practice or number drill. They helped their slower classmates over troublesome points in the lesson under way. Any quicker pupil, after having been carefully checked in his knowledge by the

"Christmas" upper grade pupils.



teacher, took over the rest of the class out of doors or in a vacant room and individually or collectively ironed out the difficulties that beset the slower pupils. Each of the upper grade children had a copy of a simple daily program for his grade, and had work blocked out for several days ahead. They were responsible for keeping their own work up to schedule, and two or three times a week we gave the younger ones seat work to keep them busy, and had a grand time threshing out the subjects the older ones had been working on since our last session. Anyone might listen in and contribute comments or information or ask questions, and in this way we summed up what we knew and what we had yet to learn of the work under consideration. The plan calls for a modification of project or activity programs on a sort of contract basis and the whole method should be kept loose and flexible, so as to make it as spontaneous as possible.

This way of working has obvious disadvantages, but on the whole it has worked out well for us, because these children have grown up with one another, and are heartily interested not only in their own progress but in that of their small brothers and sisters and cousins and neighbors. We come out a little farther ahead each year than we used to do under a more formal regime. The children are thinking for themselves and taking the responsibility for their own behavior, and their friendly interest in the rest of the community and the world at large is refreshing. Americans and Mexicans alike, at least within the school room, are comrades and courteous in their relations and seem to like working together.

A substitute teacher who had never before taught Mexican children remarked at the end of her first day with our group, "Why, I don't see any difference between the Mexican and American children!" Which sentence satisfactorily summed up our 9 years program of Americanization in Christmas.

Situation Changed

With the influx this year of many American families since the reopening of the mine, our situation has radically changed. For the first time, we have a preponderance of Americans, and our future activities promise to be those of the average rural school in a small community whose members are chiefly English speaking. We shall be less picturesque, no doubt; our problems less diversified. But certain fundamental attitudes we shall try to hold and to expand.

These attitudes may be summed up in three words: acceptance, reciprocity, and spontaneity. We shall continue to accept our school life as a shared experience and a rich field for experiment in living. We shall foster a feeling of mutual respect and tolerance on the part of each toward the other's differences in temperament and background, with a live interplay of individual interests and reactions. Last, we shall develop the value of spontaneity

which depends upon keeping our whole day's work so flexible that it can adjust itself to the inspiration rising out of unforeseen reactions to the work, on the part of either the teachers or the pupils. In other words, we intend the work itself to be a living force carrying us with spontaneous joyousness toward understanding and accomplishment.

No matter what changes may come in teacher or pupil personnel we shall continue our policy of past year—we shall try to make our children feel that every moment of their school life is really life—that it is also our life—that we like living it; that when the tasks it involves are in themselves monotonous or even disagreeable there is some pleasure in doing them together, and a great deal of satisfaction in getting them well done. We shall work, play, and rest as a group. But the group will be for the individual—not the individual for the group. We are not building for "the new social order"—whatever that may be. We are a social order, and we are not particularly anxious about the future: Our concern is for the present. "Today well-lived makes every yesterday a dream of happiness, and every tomorrow a vision of hope."

Planning Necessary

A flexible system like this calls for more planning than appears on the surface. Careful organization of materials, frequent changes of daily or weekly programs, close personal touch with the children's background, all must be thought of. Where pupil teachers can be used there must, of course, be a watchful supervision and checking. Work is work however we dress it. But there can be a difference between monotonous grind and stimulating activity, and the difference lies largely in the mental set of those who carry it on.

We like the stimulating way best, and so we go on our way, living gladly, adjusting the old to the new, accepting the unfamiliar and making it our own. We embroider the excellent pattern set for us by our State course of study with patience and love and faith, serene in the knowledge that the future will reap what we sow, and that, whatever other

results may accrue, living itself, joyous and free in every moment, is the richest result of all of our efforts.

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State Reports on Local School Units Study

Six of the ten States cooperating with the Office of Education in its study of local school units have published individual reports on the study in the respective States. Other States are publishing similar reports.

Although the Office of Education will publish bulletins describing the work of the study as a whole, conditions among the several States vary so widely that, in order to show the scope and comprehensiveness of the work of the project, separate State reports seemed necessary. Each State report briefly sketches the historical development of school units in the State, presents in detail and evaluates the collected data revealing the strengths or weaknesses of existing school units, and, on the basis of this evaluation, proposes a series of tentative but definite changes in existing school unit organization designed to secure more satisfactory school units.

The States which have already published reports are California, Illinois, Kentucky, North Carolina, Ohio, and Tennessee. The title of each report is "A Study of Local School Units in (name of State)." In addition to its regular report, Tennessee has published a supplementary report—A Graphic Analysis of Tennessee's Public Elementary and High Schools—which presents in graphic and pictorial form a summary of the material presented in the main report.

Copies of the State reports can be secured upon written request to the State department of education, in Sacramento, Calif.; Springfield, Ill.; Frankfort, Ky.; Raleigh, N. C.; Columbus, Ohio; or Nashville, Tenn. The other States which are publishing State reports are Arkansas, Oklahoma, and Pennsylvania. These reports, likewise, may be secured upon written request to the State department of education in each State.

A view of "Christmas" village.





SCHOOL LIFE

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DECEMBER 1937

On the Cover

The picture on this month's cover page comes to SCHOOL LIFE from the Baltimore public schools. In an illustrated leaflet entitled "Health and Physical Education" published by the Baltimore schools, the importance of this field of education is pointed out in the introductory statement of the publication: "During the past 20 years there has been a rapid growth of health practices in schools. This has come because more people now realize that health is of first importance and that *prevention is better than cure*. It is of the greatest importance to our Nation to *conserve its human resources*."

We appreciate Baltimore's courtesy in contributing this cover page picture and we feel sure that readers of SCHOOL LIFE will enjoy these Baltimore children in their play activity.

Among the Authors

ELEANOR VORE SICKLER, principal of Christmas School in Arizona, describes this mining camp school as "a sort of family group." She concludes her article with the statement that "we embroider the excellent pattern set for us by our State course of study with patience and love and faith."

FREDERICK J. KELLY, Chief, Division of Higher Education, concludes his series of

Expanding Functions of Education

EDUCATION in the larger sense brings the home, the school, and the community together in a new relationship, in which each plays an interdependent role in preparing the child for maturity. Study and experimentation have shown that if we are to educate children properly, all the conditions of their lives must be adapted to that development within the body, mind, and heart which forms a basis for worthy living.

The whole personality of the child is now the concern of the school and since personalities differ markedly, the educational program must be varied to meet these individual differences among children. The schools must first ascertain and keep up to date many essential facts about each child, and that in itself is no mean task. It is essentially a new task not demanded of the schools until this generation. Formerly, all children were expected to be treated alike. Mass education, the lock-step method of dealing with children, has now become "taboo." Education is an individual matter. In terms of values to a democracy, it is more important to preserve and develop many of the characteristics in which each child differs from the others than to nurture those characteristics in which he is like the others.

This is the real challenge. Democracy needs all kinds and varieties of strengths. It must avoid the tendency to level down to mediocrity. Equality of opportunity demands differences in kinds of training to match the differences in aptitudes, abilities, and needs of learners. What will develop one learner may stunt the development of another.

The new and expanded task of organized education is an increasingly complicated one. Education must take the children younger and keep them longer. It must broaden the scope of its offering in order to satisfy a cross-section of all the learners of high school and college ages and of adults in general. It must lengthen the regular terms of schooling and find suitable educational activities for what has been a vacation period. And most important and most difficult of all, it must minister to the whole personality of the learner, not just to his intellect. In these ways organized education hopes to do its full and indispensable part in preparing and guiding a citizenship capable of making our democracy work.

J. W. STUDEBAKER,
Commissioner of Education.

articles on Observations on a Visit to European Universities, with a discussion this month of Higher Education and Nationalism. Dr. Kelly asserts that "the real test of democracy is before us." His series of articles have appeared in the October, November, and December issues of SCHOOL LIFE.

WALTER H. GAUMNITZ, Senior Specialist in Rural Education Problems, of the Office of Education, tells in this number of SCHOOL LIFE, of Recent Advances in Training Standards of Rural Teachers. Dr. Gaumnitz points out some rural education "blessings" growing out of the depression.

HOWARD W. OXLEY, Director of CCC Camp Education, presents an article entitled "Individualizing Education in the CCC." Mr. Oxley points out that "4 years of experience with approximately 2,000,000 men in camp have indicated the wisdom of a program which seeks to minister to a diversity of individual problems, interests, aptitudes, and abilities."

W. A. ROSS, Specialist in Subject Matter, Vocational Division of the Office of Education, this month describes the recent Future Farmers of America Convention at Kansas City, Mo. He also gives various details about this organization which is now 10 years old.

WALTER J. GREENLEAF, Specialist in the Division of Higher Education, is serving in the capacity of executive secretary of the college wing of the Art Gallery in the Interior Building. Dr. Greenleaf in this issue of *SCHOOL LIFE* describes the art gallery in an article entitled "Encouraging College Art."

On Your Calendar

THE ASSOCIATION OF AMERICAN COLLEGES meets in Chicago on January 20 and 21 at Hotel Stevens.

The general theme of the meeting will be "The College and Public Service." The relation of the college to public life will be discussed by Secretary of the Interior Harold L. Ickes and by Dr. Heinrich Bruening, former Chancellor of Germany and now lecturer at Harvard University. President Harold Willis Dodds of Princeton University and Norman Foerster of the State university of Iowa will also address the conference. President Robert M. Hutchins of the University of Chicago will speak at the banquet on January 20.

THE AMERICAN SOCIETY OF CIVIL ENGINEERS meets in New York City on January 19-21.

THE AMERICAN INSTITUTE OF ELECTRICAL ENGINEERS meets in New York City on January 24-28.

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Education on the Air

"THE WORLD IS YOURS"

Smithsonian Institution dramatizations

Sundays, 4:30 p. m. EST, 3:30 p. m. CST

2:30 p. m. MT, and 1:30 p. m. PT

NBC-Red Network

"BRAVE NEW WORLD"

Dramatizations of Latin American life and culture

Mondays, 10:30 p. m. EST, 9:30 p. m. CST

8:30 p. m. MT, and 7:30 p. m. PT

Columbia Network

"EDUCATION IN THE NEWS"

Highlights of educational developments of the week

Fridays, 6 p. m. EST, 5 p. m. CST

4 p. m. MT, and 3 p. m. PT

NBC-Red Network

SCHOOL LIFE, December 1937

State Legislation Affecting Education

by Ward W. Keesecker, Specialist in School Legislation

★★★ State legislative sessions were held during 1937 in 46 States and apparently more than 1,000 measures affecting education were enacted into law. Obviously it is not possible in a magazine article to review in detail so many measures; thus only a few outstanding phases of such legislation are herewith presented.

School Finance

State legislation in 1937 showed a marked tendency to increase State responsibility for the support of education. This tendency is indicated by legislation in approximately one-half of the States. Among States whose laws were revised in 1937 in such ways as to bring about the assumption by the State of greater responsibility for the financial support of schools are: Alabama, Arkansas, Colorado, Florida, Georgia, Indiana, Kansas, Maine, Michigan, Minnesota, Missouri, Nevada, New Jersey, North Carolina, North Dakota, Oklahoma, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Washington, and Wyoming. All of these States, except possibly Kansas, had previously taken some steps which increased State responsibility for the support of schools. In 1937 the Kansas legislature for the first time enacted legislation which made the State definitely responsible for the support of public elementary schools without the levying of additional property taxes. State funds for this purpose were made available from receipts of a sales tax. Under the new law the State assured each elementary school having an average daily attendance of 12 or more pupils \$675 per year. In order to participate in State funds each district must levy at least 3 mills on district property and also must have maintained 8 months of school the preceding year. The State pays the difference between the yield of a 3-mill levy and the \$675. Districts whose 3-mill levy will yield \$675 for each elementary school teacher do not receive State aid under the new law.

Teacher Welfare

Perhaps in no previous year have so many States enacted legislation in behalf of the welfare of teachers. Legislation in this field generally manifested itself in three different types: 1, laws to promote the tenure of teachers; 2, legislation which provided for the establishment of retirement benefits for aged teachers; 3, laws providing increased salaries for teachers.

Teacher tenure.—During 1937 varying types of teacher tenure laws were enacted in at least

11 States, namely: California, Florida (applicable to certain cities), Kansas (applicable to certain cities), Michigan, Minnesota, Nebraska, New York, Oklahoma (applicable to certain cities), Pennsylvania, South Carolina, and Wisconsin.

The legislatures in Minnesota, Nebraska, and South Carolina provided for teachers continuing contracts. The legislatures in California and New York revised and extended existing tenure laws in a manner favorable to teachers. The new tenure law in Pennsylvania superseded the continuing contract law formerly existing in that State. The Michigan tenure law has two distinct features: (1) It applies only to such school districts in which the electors by a majority vote adopt the provisions of the act, and (2) it provides for a State tenure commission of three members who shall serve as a board of review to hear cases appealed from the decision of controlling local boards.

Teacher retirement.—During 1937 more than one-half of the State legislatures considered measures relating to teacher-retirement systems. It is interesting to note that the legislatures of Arkansas, New Hampshire, New Mexico, Texas, and Washington made provisions for the establishment of initial State-wide systems for the retirement of teachers. In Montana, Nevada, and Utah legislation was enacted which substantially reorganized the teacher-retirement systems already existing in those States. Among other States which made some amendments to their retirement provisions for teachers are: California, Illinois, Indiana, Maryland, Massachusetts, Michigan, Minnesota, New Jersey, Pennsylvania, and Wisconsin. Moreover, the legislatures of Delaware, North Carolina, and South Carolina provided for committees to study the problems of establishing teacher-retirement systems in their respective States.

Teachers salaries.—Legislation which provided higher minimum or more uniform salary schedules for teachers was enacted in a number of States during the year. Among the States enacting legislation affecting teachers salaries are: California, Indiana, Maryland, New Jersey, Pennsylvania, South Carolina, Tennessee, and Wisconsin.

State Administrative Organization

Probably the most outstanding legislative enactments in 1937 affecting State school administrative organization occurred in Arkansas and Georgia.

(Concluded on page 108)

Program of the National Congress

by Ellen C. Lombard, Associate Specialist in Parent Education

★★★ The board of managers of the National Congress of Parents and Teachers recently met in St. Paul, Minn., to plan the program for the administration of the affairs of this organization. Mrs. J. K. Pettengill is the new president of the congress.

Twenty-one national chairmen who are for the most part specialists in fields of social or educational endeavor related to the home, the school, and the community, together with 39 State presidents, discussed with the officers the problems to be solved during the coming year.

Democratic Discussion

New procedures were introduced to facilitate the democratic discussion of the important problems of cooperative relationships, field service, organization, the congress magazine and other publications. A conference for each subject was set up with topics and questions for group discussion. The questions referred to relationships and procedures in working with other groups; the functions of joint conferences with other organizations and institutions; the apportionment of field service, and types of groups to be served; the functions, responsibilities and opportunities of the magazine; the principles and procedures of setting up national projects, and when such projects should merge with the work of the congress.

Weekly Broadcasts

Details of the National Parent-Teacher Radio Forum for 1937-38 were announced. Under the general subject of "Youth in a Modern Community" a weekly broadcast will be presented by experts and leaders in the organization on the Blue Network of NBC. The Office of Education will assist the congress in the preparation and broadcasting of the dramatic presentations. Round table discussions and addresses will characterize the broadcasts, subjects of which will follow in general the programs of committee chairmen of the organization.

Legislative Program

The legislative program for 1938 which has been adopted by the congress and by many State parent-teacher associations covers three types of situations. When measures are endorsed by 26 State congresses in accordance with code requirements they become a part of the active legislative program. The 1938 program includes the support of such measures as the revision of Federal Food and Drug Act; the emergency Federal aid for

education; the abolishment of compulsory block-booking and blind-selling of cinema films; adequate support of Federal offices whose services are related to the program of parents and teachers dealing with problems of education, homemaking, parent education, health, and food and drugs; and the establishment of a Federal Department of Education.

Several legislative projects have not been endorsed by the necessary 26 States although they have been approved by the board of managers of the National Congress of Parents and Teachers. These include: Permanent Federal aid for education, "based upon need after a maximum effort has been made by the States"; international relations; opposition to advertising intoxicating liquors and to legalizing a national lottery; extension of the merit system for civil employees, and other legislative projects.

There are other legislative projects that are under study by both national and State congresses. These have not been endorsed by either State or national organizations.

Safety Education

The safety education project in which the National Congress of Parents and Teachers cooperates under a grant from the automotive industry was a subject of discussion. The program for this project concerns the education of the membership as to their responsibility as pedestrians and as motorists; the

attitude of boys and girls toward driving practices; the enforcement of law by officers; cooperation with the school in giving instruction to youngsters as to how to drive a car safely in modern traffic.

The National Congress of Parents and Teachers now claims greater than 2 million members, largely parents of children in the public schools.

★ ★ ★

School Health Association

At its recent annual meeting the title of the American Association of School Physicians was changed to the American School Health Association and active membership was made to include persons in "the health sciences professions engaged or interested in school health work." The association publishes a monthly *Journal of School Health*. The president of the association is Dr. John Sundwall of the University of Michigan and the secretary-treasurer is Dr. A. O. De Weese of Kent University, Kent, Ohio.

New Ruling on Leave

Rules governing sick-leave allowance for the employees in the schools of Erie, Pa., have been so revised as to allow 10 full days. Unused sick leave may be accumulated in cycles of 3 years, with the maximum reserve amounting to 30 full days. All employees have the same sick-leave privilege.

State Legislation Affecting Education

(Concluded from page 107)

The legislature of Arkansas provided for a new State board of education to take the place of the old board of seven members elected by popular vote from each of the congressional districts. The new law provides for a State board of education consisting of one member from each of the congressional districts appointed by the Governor for 7-year terms as the terms of the present members expire. This new law furthermore provides that the Governor shall also be ex-officio member and chairman of the State board, and that the State commissioner of education shall be ex-officio secretary thereof.

In Georgia the legislature provided for a new State board of education with increased membership and enlarged powers. The new State board of education shall consist of the Governor and 1 member from each of the 10 congressional districts appointed by the

Governor "by and with the advice and consent of the Senate" for 6-year overlapping terms. Formerly the Georgia State Board of Education consisted of the Governor and State superintendent of schools and four others appointed by the Governor for 4-year terms. The new State board of education is expressly authorized to provide a course of study for all common and high schools receiving State aid, for curriculum revisions, for the classification and certification of teachers; and to prescribe standard requirements for universities, colleges, normal or professional schools conferring degrees or issuing diplomas. Furthermore, the new law provides that no institutional charter granting the right to confer degrees or diplomas shall be issued until the applicant therefor has obtained from the State board of education a certificate showing that such requirements have been met.



New Government Aids FOR TEACHERS



by MARGARET F. RYAN

FREE PUBLICATIONS: Order free publications and other free aids listed from agencies issuing them

COST PUBLICATIONS: Request only cost publications from the Superintendent of Documents, Washington, D. C. enclosing remittance (check or money order) at time of ordering

● Use of motion-picture films of the cellulose acetate type appears to be destined for wide use for record purposes, according to *Evaluation of Motion Picture Films for Permanent Records*, Bureau of Standards Miscellaneous Publication M158. Rapid and inexpensive copying of books and manuscripts is facilitated; records on this medium require only a fraction of the storage space required for the same on paper; and accelerated aging tests made at the Bureau of Standards have shown the acetate film, if well made and properly developed and fixed, to be as stable as paper used for permanent records. The bulletin costs 5 cents.

● "A bureau to be known as the Children's Bureau . . . shall investigate and report . . . upon all matters pertaining to the welfare of children and child life among all classes of our people, and shall especially investigate the questions of infant mortality, the birth rate, orphanage, juvenile courts, desertion, dangerous occupations, accidents and diseases of children, employment, legislation affecting children in the several States and Territories . . ." so runs the act approved April 9, 1912, establishing the Children's Bureau. *The Children's Bureau—Yesterday, Today, and Tomorrow* tells how this Federal agency is carrying out the tasks relegated to it. Write for a free copy.

● Large-scale maps showing all details of the existing transportation system in 13 States have been prepared by the Bureau of Public Roads of the Department of Agriculture in cooperation with the Geological Survey. The maps on a scale of 4 miles to the inch are produced on sheets 26 by 36 inches.

The location and character of practically all transportation arteries such as the Federal-aid and State highway systems, important secondary highway connections, air lanes and landing fields, railroads, and navigable channels and canals are shown in color. The location of all Federal and State areas and the roads leading to them are also shown.

● The National Park Service cooperated with the National Recreation Association in the preparation of *Municipal and County Parks in the United States, 1935*. Not only does this bulletin show the status of the municipal and county movement in 1935, but it also affords a basis for studying the development of the movement during the preceding decade. Write to the National Park Service for a free copy. (See illustration)



One of the many craft groups in the Chicago park centers.

● Following is a list of the transportation maps now available, with the number of sheets in each set and the date to which the highway data are corrected. The maps may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., at 20 cents a sheet.

State	Number of sheets	Highway data corrected to—
Connecticut.....	1	Jan. 1, 1936
Delaware.....	2	June 15, 1935
Florida.....	12	April 1, 1935
Iowa.....	8	Feb. 1, 1934
Maine.....	6	July 1, 1935
Maryland.....	3	Jan. 1, 1937
Massachusetts.....	3	Feb. 1, 1937
New Hampshire.....	2	July 1, 1935
Oregon.....	12	Nov. 1, 1935
Rhode Island.....	1	Jan. 1, 1936
South Carolina.....	5	July 1, 1936
Vermont.....	2	Nov. 1, 1935
Washington.....	9	Aug. 1, 1936

● Under the provisions of title VI of the Social Security Act, authority is granted for—
(1) An annual appropriation of not to exceed \$8,000,000 for the purpose of assisting States, counties, and health districts, and other political subdivisions of the States, in the establishment and maintenance of adequate health services, including the training of personnel for State and local health work; and (2) an annual appropriation of not to exceed \$2,000,000 to the Public Health Service for research activities of the Service and for the expense of

cooperation with the States in the administration of the Federal funds granted for aid in the establishment and maintenance of State and local health services.

How the Public Health Service is exercising the authority shown it under the preceding provisions is given in *The Public Health Program Under Title VI of the Social Security Act*, Supplement No. 126, Public Health Service.

● *Stop Gullies—Save Your Farm*, a lantern-slide set consisting of 50 colored plates and 8 slides of text, accompanied by a syllabus or story about the pictures, shows how to stop or heal gullies by means of a protective soil cover of trees, vines, or grasses. Borrowers are required to pay transportation costs only. Film strips of the full set in 16-mm width may be purchased through the Office of Cooperative Extension Work, United States Department of Agriculture, at 35 cents for 1, 30 cents each in lots of 2 to 9, or 25 cents for 10 or more copies.

● An average attendance of from 50 to 60 women, and a peak attendance of 125, is reported by Clarysse Ness, home economics instructor in Edinburg High School, Edinburg, N. Dak., in her adult classes last winter. This group consists of both farm and town women, and the sessions of the group are held in conjunction with classes for farmers conducted by the vocational agriculture

(Concluded on page 110)

Training Standards for Rural Teachers

(Concluded from page 103)

certificate. It therefore becomes evident that as the actual training status of these teachers rises in harmony with these higher certification requirements more and more college graduates will be found in their ranks.

On the lower extreme of the training scale, however, the picture is not so bright. There were in 1935 a total of 1,548 teachers in the one-room schools for whites and 1,661 in the one-room schools for Negroes, who had an education equal to 1 year of high school or less. The two-room schools also employed some such teachers but fewer in number. All the data show that in a great many of the smaller schools there is still much room for progress before it can be said that the teachers have reached a satisfactory level of scholastic preparation for their work.

Apparently the recent depression gave impetus toward improved educational standards for teachers of rural schools. Indeed, so great have been the gains in this direction that those of us who are deeply concerned with the problem have almost been tempted (?) to wish for "bigger and better" depressions.

TABLE 1.—Trends in scholarship prerequisites for certificating¹ beginning teachers for the elementary schools

Minimum scholarship prerequisites	Number of States			
	1921 ²	1926 ³	1930 ⁴	1935 ⁵ (Sept.)
1	2	3	4	5
High-school graduation and 4 years of training of higher grade	0	0	0	3
High-school graduation and 3 years of training of higher grade	0	0	2	8
High-school graduation and 2 years of training of higher grade	0	4	5	13
High-school graduation and 1 year of training of higher grade	0	9	11	8
High-school graduation and some professional training, but less than 1 year	4	14	13	3
4 years of secondary school (may or may not include professional course)	14	6	5	5
No definite minimum scholarship requirement stipulated ⁶	30	15	12	8

¹ If temporary and emergency certificates are issued they are not counted in the tabulation.

² Cook, Katherine M. State Laws and Regulations Governing Teachers' Certificates. U. S. Government Printing Office, 1921, p. 20-26. (Bureau of Education Bulletin, 1921, No. 22.)

³ Cook, Katherine M. State Laws and Regulations Governing Teachers' Certificates. Washington, U. S. Government Printing Office, 1928, p. 16. (Bureau of Education Bulletin, 1927, No. 19.)

⁴ Data for 1930 based upon Tewksbury, Mary A. Certification of Public-School Teachers in the United States. Master's thesis. University of Washington, 1930, pp. 67-69, ms.

⁵ Data from files, Office of Education.

⁶ Includes certificates issued by examination in which scholarship prerequisites are not expressed in terms of high school or college credits.

TABLE 2.—Comparison in percent of the training of teachers of small rural schools in 1930 and 1935

	4 years or less of high-school training		2 years or more of college training	
	1930	1935	1930	1935
1-room teachers:				
White.....	44.1	22.5	24.0	42.8
Negro.....	75.2	45.9	13.0	33.3
Total.....	45.9	24.2	23.2	42.2
2-room teachers:				
White.....	36.0	12.5	39.0	65.5
Negro.....	64.4	39.0	16.1	38.1
Total.....	39.5	17.1	36.4	60.9

TABLE 3.—Number¹ and percent of teachers of small rural schools with various amounts of education in 1935

Education in years beyond grade-school graduation	1-room teachers		2-room teachers	
	White	Negro	White	Negro
1 year or less:				
Number.....	1,548	1,661	295	529
Percent.....	1.3	12.9	.9	5.6
2 years:				
Number.....	1,677	1,011	406	585
Percent.....	1.4	7.9	1.2	6.2
3 years:				
Number.....	1,750	1,235	637	767
Percent.....	1.5	9.6	1.9	8.2
4 years:				
Number.....	21,836	1,995	2,834	1,794
Percent.....	18.4	15.5	8.5	19.0
5 years:				
Number.....	41,210	2,675	7,314	2,161
Percent.....	34.6	20.8	22.0	22.9
6 years:				
Number.....	35,552	2,915	13,815	2,291
Percent.....	29.9	22.7	41.5	24.3
7 years:				
Number.....	8,471	849	4,112	765
Percent.....	7.1	6.6	12.3	8.1
8 years:				
Number.....	5,962	373	3,316	402
Percent.....	5.0	2.9	9.9	4.3
9 years or more:				
Number.....	974	140	584	130
Percent.....	.8	1.1	1.8	1.4
Total:				
Number.....	118,980	12,854	33,313	9,424
Percent.....	100.0	100.0	100.0	100.0

¹ Totals partially estimated.



New Government Aids for Teachers

(Concluded from page 109)

instructor and a soil conservation project leader. The women's classes emphasized clothing problems, but instruction was also given in child training, table service, and household furnishings. Ten lessons were presented and those who completed the course received certificates. A social hour, sponsored by the Edinburg Civic Club, follows each meeting of the classes.

● *Your Forests—Your Fault—Your Loss!* a new 12- by 18-inch poster by James Montgomery Flagg is available free upon application to the Forest Service, Washington, D. C.

● In *California Redwood and its Uses*, Trade Promotion Series No. 171, of the Bureau of Foreign and Domestic Commerce, may be found answers to the following questions: What is it? How is it used? When is it used? and Why should it be used? Ten cents will buy a copy.

● Librarians and individuals engaged in anthropological research or instruction should have a copy of a *List of Publications of the Bureau of American Ethnology with Index to Authors and Titles* which consists of contributions to North American Ethnology, annual reports, bulletins, introductions, and miscellaneous publications. (Free.)

● Scheduled Department of Commerce radio talks on American Industries are as follows: December 21—Toys; December 28—Motion pictures; January 4—Shoe manufacturing; January 11—Tea, coffee, and spices.

● *Services of the National Bureau of Standards to the Consumer* contains brief summaries of work which has been done, or is now being done, on a number of the more important items of general interest to consumers, such as, shoes, textiles, automobiles, carbon paper and typewriter ribbons, paint and varnish, carpets, hosiery, and window glass.

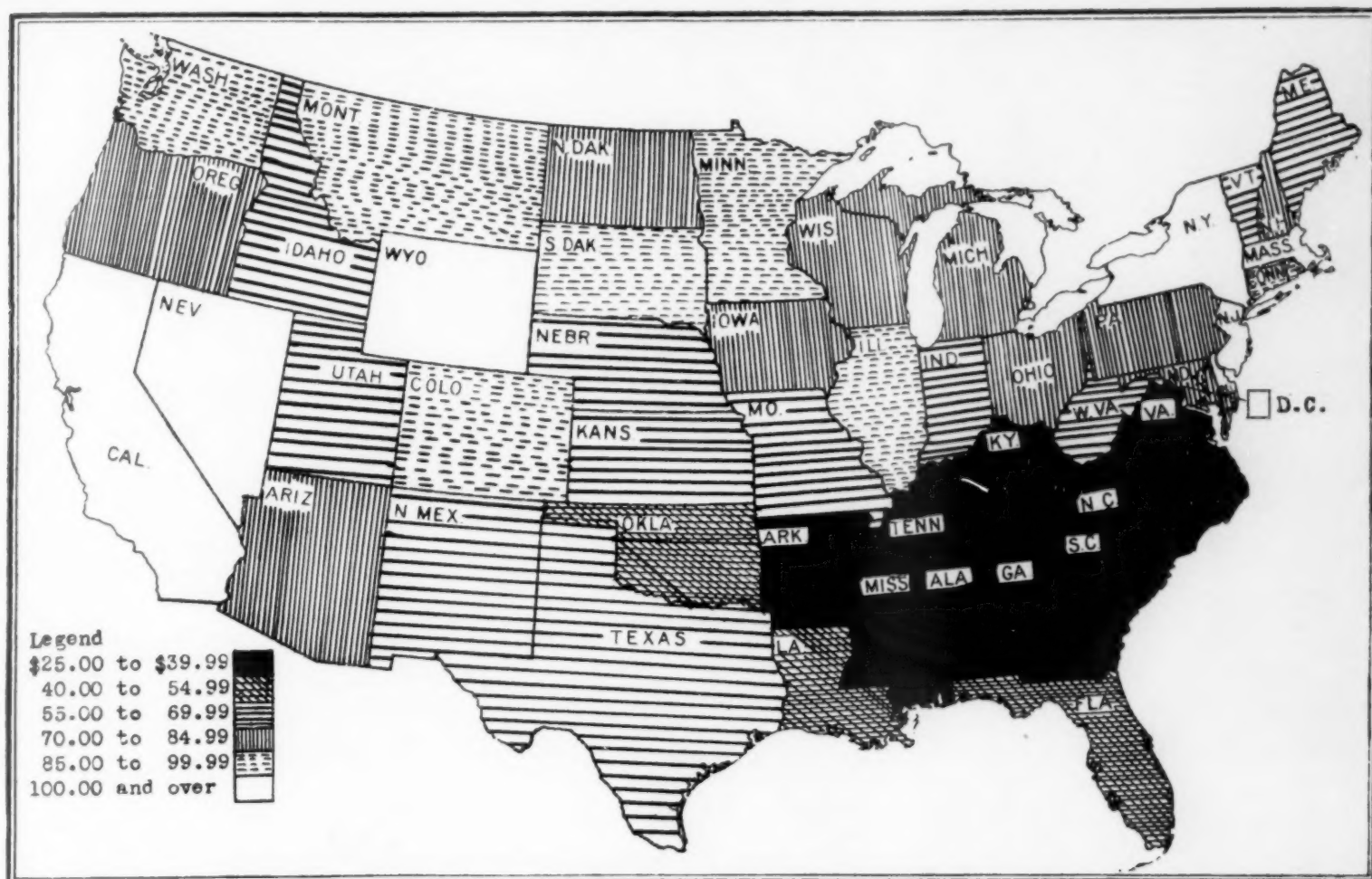
● *The Power Within*, a new 2-reel silent motion-picture film depicting the historic development, construction, and operation of the modern internal combustion engine and operating parts of the automobile, is the latest addition to the Bureau of Mines Film Library which now consists of more than 4,000 reels.

Reel 1 illustrates early experiments to determine suitable fuel for internal combustion engines—first with gunpowder and, after two centuries of research, with gasoline.

By the utilization of quartz glass in place of the usual metal cylinder head of the motor, actual photographs were taken with a specially designed camera capable of taking 5,000 pictures per second, thus portraying the actual combustion and the burning of gases within the cylinders. Each part of the engine is shown graphically.

Reel 2 shows by animated photography the assembly of every part of the engine—transmission, differential, and other mechanical parts that go to make up a finished automobile. The operation of gear shifting is explained, together with the function of the brake system.

Copies of this film, in 16-millimeter and 35-millimeter size are available for exhibition by schools, churches, colleges, civic and business organizations, and others interested. Applications should be addressed to the Bureau of Mines Experiment Station, 4800 Forbes Street, Pittsburgh, Pa. No charge is made for the use of the film, although the exhibitor is expected to pay the transportation charges.



Per pupil cost based on current expense and average daily attendance, 1935-36

Per Pupil Cost in Public Schools

by David T. Blose, Associate Statistician

★★★ The ability to support public schools in the various States is at least strongly indicated by the amount of money spent for current expense per pupil in average daily attendance.

The accompanying table gives the cost per pupil in average daily attendance (current expense). This cost includes general control, instruction, operation and maintenance of plant, auxiliary agencies, and fixed charges. A wide variation is found in the various States, partly due to climatic conditions. Payments for interest, which would add about 8 percent to the Nation as a whole, are not included.

In 1890, \$14.20 was spent per pupil in average daily attendance for current expense. This amount increased to \$16.41 in 1900, \$26.99 in 1910, \$53.52 in 1920, and reached the highest point in 1930 when \$86.70 was spent per pupil. This amount decreased to

\$67.48 in 1934, but increased again to \$74.30 in 1936.

The 13 States that spent the least are all in contiguous territory in the South and Southeast and the range of expenditure in them was from \$24.55 to \$55.15. The 13 that spent the most were located in the West and North and range from \$86.16 to \$134.13. The 23 States between these two extremes ranged from \$55.20 to \$86.06.

Per pupil cost based on current expense and average daily attendance

CONTINENTAL UNITED STATES

1935-36	\$74.30	1923-24	\$71.78
1933-34	67.48	1921-22	67.22
1931-32	81.08	1919-20	53.52
1929-30	86.70	1909-10	26.90
1927-28	82.76	1899-1900	16.41
1925-26	77.45	1889-90	14.20

BY STATES, 1935-36

Alabama	\$28.49	Nebraska	\$64.75
Arizona	83.10	Nevada	128.11
Arkansas	24.55	New Hampshire	84.63
California	115.60	New Jersey	108.33
Colorado	87.20	New Mexico	63.16
Connecticut	90.76	New York	134.13
Delaware	100.38	North Carolina	31.11
District of Columbia	122.10	North Dakota	75.46
Florida	53.89	Ohio	82.42
Georgia	30.96	Oklahoma	43.33
Idaho	69.21	Oregon	77.83
Illinois	86.06	Pennsylvania	79.70
Indiana	69.08	Rhode Island	95.03
Iowa	73.02	South Carolina	32.01
Kansas	67.04	South Dakota	55.70
Kentucky	39.52	Tennessee	35.81
Louisiana	42.55	Texas	55.15
Maine	55.20	Utah	67.07
Maryland	74.77	Vermont	65.55
Massachusetts	104.51	Virginia	38.92
Michigan	78.82	Washington	85.33
Minnesota	86.16	West Virginia	67.93
Mississippi	27.68	Wisconsin	80.87
Missouri	60.43	Wyoming	101.62
Montana	96.29		



The Indian boy learns carpentry in the construction of a new building at his school. The park ranger (pictured at the right) patrols the mountains which the CCC enrollee shows on the relief map he is making.

★★★ The development of "the home department" of the Federal Government was recently described in a radio address by Secretary of the Interior Harold L. Ickes. In part the Secretary said:

"There is no branch of the Government more closely related to the development of the United States and to the personal welfare of the people than the Department of the Interior. The original colonies, and subsequently the Federal Government, could offer seemingly inexhaustible quantities of land amply supplied with water, minerals, forests and wildlife, which constituted the basis of the pioneer economy. The Congress, in the days of flush exploitation and eager settlers, created the Department of the Interior, specifically as the home department, for the purpose of developing and utilizing our natural resources by making them available for settlement.

"As a result, the Department of the Interior has been largely responsible for the transformation of the West from arid, unproductive areas into fertile farms and populous towns, which afford profitable markets for Eastern manufacturers. Under the guidance and control of the Department, vast mineral wealth has been uncovered and utilized. Without this epoch of discovery and utilization of our national wealth, the West, in large part, would still be barren and our eastern industrial development would better be described as a principality rather than an empire.

"The need for such an agency as the Department of the Interior was early recognized. It was proposed in the first Congress, in 1789, that, in addition to the Departments of Foreign Affairs, War, and Treasury, there

Growth of the Interior

should be a home department, which seemed to be necessary 'by [reason of] the magnitude of the Territorial possessions of the United States and the domestic affairs.' This proposal was voted down because in the then 'deranged condition' of the Federal finances any expenditure which could be avoided was put aside.

"The proposal was renewed in 1816 by President Madison and again by President Monroe in 1824. Recurring through successive years, it was not until 1849, 60 years after it was first suggested, that the home department, or the Department of the Interior, was created. The nucleus of the fledgling department consisted of the General Land Office, transferred from Treasury; the Bureau of Indian Affairs and the Pension Office, transferred from the War Department;



*Pictures on these Pages Show the
of the Department of the Interior.
the Courtesy of Various Agencies*

In Alaska the Department safeguards



Interior Department

and the Patent Office, transferred from State.

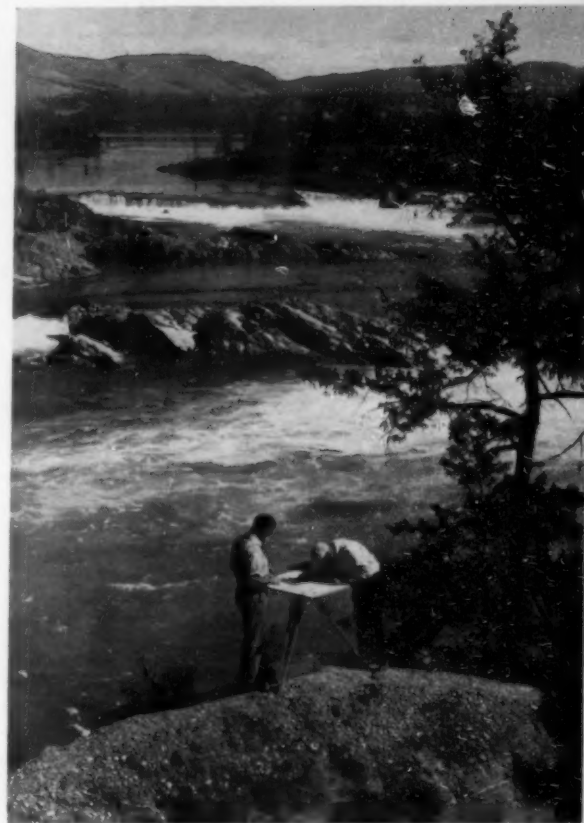
"The principal wealth of the new republic consisted of the vast public domain, unsettled and unused. The public lands were regarded as property for sale that was to be disposed of for revenue. They provided, in short, the ways and means to support the new Government and to promote national prosperity. The Congress early enacted laws making liberal donations of public lands to the several new States, as they were admitted to the Union, for the support of education and for internal improvements.

"Gradually, there were created within or annexed to the Department of the Interior various companion agencies having to do logically with its principal purpose. The Geological Survey, with the function of classifying and mapping the public lands and

examining their geological structure and mineral resources, was established in 1879. The Reclamation Service, charged with the duty of storing and dispersing water in the arid regions of the United States for use in agriculture, was established in 1902. The National Park Service was created as a unit of the Department in 1916 in order to protect and preserve such unique manifestations of nature found within our borders as had so far escaped the destructive impulses of the reckless pioneer. The Bureau of Mines was set up in 1910 to assist in the economic development of the mining industries. The Office of Education came into being in 1867 to be a factor in building up our human resources.

"The administration of the Territories has always been an important problem of internal affairs. For many years these adolescent States reported to the Department of State, but in 1873 the duties previously exercised by the Secretary of State by law or custom were transferred to the Secretary of the Interior. As the country developed, the Territories acquired political manhood, until today only two remain—Alaska and Hawaii, which are in the Department of the Interior, along with the insular possessions of Puerto Rico and the Virgin Islands. Recently three islands in the mid-Pacific, Wake, Howland, and Jarvis, which are important as airplane bases, have also found themselves under the maternal wing of Interior.

"As the functions of government expanded and our population increased, bringing many new administrative and economic problems, it was natural that other departments should be created for the more specific handling of internal affairs than could be undertaken by a single department. * * *



Surveyors plan the reservoir above Grand Coulee Dam which will supply water for irrigating 1,200,000 desert acres. Engineers and builders work night and day to complete the dam, the world's most massive masonry structure.



How the Wide Range of Activities Interior. They are used through as Agencies of the Department

ment safeguards reindeer herds.





THE VOCATIONAL SUMMARY



1,850 Men in 234 Cities

Almost 1,850 men, representing 234 cities and towns in Massachusetts, received instruction in zone fire-fighting schools in 16 centers from September 1933 to January 1937.

The effective program of fireman training carried on in Massachusetts, is explained in a recent report by M. Norcross Stratton, assistant director of vocational education for that State.

Under this program, zone schools are established in 16 places within easy traveling distance for firemen in surrounding cities and towns.

Training classes are held in fire stations in the zone centers or in nearby schoolrooms. Each zone school has the use of the fire apparatus and equipment of the local fire department. Instructors are qualified drill masters or other officers and firemen who have had special training and experience. They are selected and assigned by fire department chiefs and in many instances are available for teaching service anywhere in the State. Special itinerant teachers give instruction in technical subjects related to fire fighting.

The firemen training school project is under the joint control of the Massachusetts Department of Education and the Massachusetts Fire Chiefs' Club, which is represented in the program by an advisory board of fire chiefs in the zone centers. All matters regarding fire-fighting technique, location of classes, courses of study, admission rules and regulations, and eligibility of instructors are passed on at the regular meetings of this board.

Courses for prospective instructors covering a 5-week period are held annually. Fire-fighting classes are limited to about 15 men per teacher. Both preliminary and advanced courses of 10 sessions each are usually offered, but in some instances a combined preliminary and advanced course of from 12 to 15 weeks is presented.

Practical drills in ladder, hose, rescue, and gas-mask work are combined with classroom discussion of the principles of ventilating structures which are on fire, salvage work, hydraulics, fire inspection and prevention, fire laws, arson, and fire chemistry. Instructors are advised and taught to use the developmental, conference or discussion, or demonstration method of teaching.

Who Buys—What and How?

Father may foot the bills, but Mother does most of the purchasing for the home, studies made from time to time by various agencies show. Additional evidence of the truth of this statement is provided in the results of a "buying practice" study made by home-economics supervisors in the Southern States last year, under the sponsorship of the Office of Education.

The returns from the study cover expenditures by families of home-economics students in rural and town high schools, for a wide range of home needs. It shows that, of 52,666 purchases reported, father made 15 percent, or 7,787, consisting largely of drugs, barber shop services, and food; mother made 44 percent, or 23,392, purchases of food, household



Firemen in Connecticut training class learning how to handle ladders on a drill tower built especially for training purposes.

equipment, dry-cleaning services, house furnishings, and magazines; and daughter made 32 percent, or 16,951, purchases, consisting of hose, shoes, cosmetics, underwear, recreational services, school lunches, accessories, and school supplies. The study showed that the daughter of the household purchases alone and participates in about 50 percent of the family purchasing and that her buying is in relationship to her personal clothing and school needs.

Under the heading "Where Purchased," the study showed that of 42,836 purchases, 4 percent, or 1,946, were purchased from mail-order establishments; 75 percent, or 31,996, from neighborhood stores; and 20 percent, or 8,894, from nearby towns.

Of the 44,789 purchases on which the method of payment was reported, 75 percent were

cash purchases, and 25 percent were charged. Articles most frequently purchased were: Daily purchases—bread, milk, meat, fresh vegetables; weekly purchases—staple foods; and interval purchases—clothing, drugs, beauty-parlor services, recreational services, and magazines.

The study shows clearly that public-school students purchase their own clothing and their other personal necessities, that most of their purchases are made at their home-town store, and that they pay cash.

On the basis of the returns from this study, home-economics supervisors in the Southern States have recommended that home-economics curricula in southern rural and town high schools include courses designed to develop in students the ability to analyze advertising, goods labels, guarantees, and claims of salespeople; and to plan wisely before making purchases.

Fortunate Group

Forty boys will be given training in a 4-year apprenticeship course at the United States Naval Air Station in Pensacola, Fla., beginning January 1, 1938. Among the trades for which training will be given at the air station are: Blacksmithing, heat treating, boat building, boiler-making, coppersmithing, machinist, electrical, instrument making, joinery, painting, pipe fitting, rigging, general aircraft, and aircraft motor trades.

The boys admitted to the course will be selected from the list of those who succeed in passing a civil-service examination set up for the purpose of securing eligibles for the apprentice-training course.

The training program, all of which will be conducted at the naval station, provides for 8 hours' training daily—6 in the shop and 2 in classroom study of academic and related trade subjects.

A classroom supervising teacher, to work under the director of the Pensacola Trade School, is being provided by the local board of public instruction, and will be paid from funds provided under the Federal vocational education acts. Analyses of the trades for which training is provided will be made and related courses based on these analyses will be developed.

Boys who enroll for the course will receive regular apprentice pay for each hour of training and will be advanced over the 4-year period of training. A boy who has completed his regular apprenticeship in one of the various crafts represented at the station will be equipped to secure employment in that craft elsewhere.

Through the naval air station course, which is a good example of the cooperation of two different branches of government—the educational and the naval—in a vocational train-

ing program, boys will receive an all-round training for work in skilled trades, which it would be impossible for them to secure in the local trade school or in any other school within reasonable traveling distance of Pensacola.

Arrangements for this new form of apprentice training were made at the suggestion of the Pensacola Kiwanis Club, the Central Labor Union, and the Chamber of Commerce.

Guesswork Minimized

A case-evaluation profile or case history, designed to assist those who are responsible for the vocational rehabilitation of disabled persons in determining their employability, has been developed by the vocational rehabilitation division of the Office of Education.

On the assumption that the employability of an individual depends primarily on his physical ability to work regularly, his intellectual capacity to hold a job, his morale or willingness to work, and his competence in a particular occupation, the case evaluation profile takes into consideration the disabled person's physical condition, his intellectual capacity, his personal traits and characteristics, his social, environmental, and economic background, and his vocational competency.

Consideration of these factors in the case of a disabled person enables those concerned with his rehabilitation to determine whether he is in need of physical restoration, training for a particular occupation, placement in employment, or of other special services, such as compensation adjustment, maintenance during a job-training period, psychiatric service, or guidance in finding employment.

The completed case-evaluation profile provides a graphic picture of the disabled client and his needs with respect to vocational rehabilitation. It enables the rehabilitation agent to determine with a high degree of accuracy whether the disabled person is capable of the various steps in rehabilitation and if so, what course should be followed in accomplishing his rehabilitation.

The case profile includes information on the race and nationality, physique and general health, prominence of disability, general intelligence, psychological defects, educational background, speech and use of English, attitudes, personal habits, integrity, adaptability, and work history of the disabled person. With this and similar detailed information to draw from, guesswork in rehabilitating the disabled person is reduced to a minimum.

Copies of the case-evaluation profile and information concerning its use may be secured from the Office of Education.

Sidesteps Latin, Studies Farming

The story of a young farm boy, who, discouraged over the prospect of "finding" himself in the academic course in his local high school, found an outlet for his ambition and abilities in the vocational agriculture course, came to light in a conference of super-

visors of vocational agriculture in Charlotte, N. C.

This young man—his name is Walter Davis—told the supervisors how he had drifted into the agricultural course largely to avoid French, German, and Latin. He became interested in the supervised farm project work required of vocational agriculture students, which provided him and his father with a new incentive to build up a systematic program for the home farm. New practices and enterprises were introduced on the farm and the entire farm setup was changed.

Davis completed his vocational agriculture course 6 years ago. When he was married 4 years ago, he became the manager of a farm belonging to an aunt. He has developed this farm to the point where the income from the hog, poultry, and dairy units is sufficient to pay all farm expenses. Hence, whatever is received from the cotton crop is clear.

The ultimate objective of this North Carolina farmer is a farm of his own, which he expects to acquire in about 4 years. Of special interest is the fact that he is planning to finance his farming ventures out of his own earnings and not on credit.

Psychology and Farm Projects

Good psychology is used by W. J. Grove, teacher of agriculture in Eagle Grove (Iowa) High School in starting vocational-agriculture students on their supervised farm practice program.

During the first weeks of school, freshman students take trips to inspect some of the farm-practice work of upper class students, so that they may have a clear picture of what supervised farm practice involves and how interesting it may be. In class, the instructor explains the supervised home practice plan, devoting considerable time to the different types of projects. Upper classmen who have been particularly successful in their supervised farm-practice work, talk to freshmen, explaining how they started their work and how valuable it has proved.

In addition, the instructor visits the homes of the new students and explains the supervised practice work to their fathers. He stresses particularly the types of home projects which might be undertaken by each boy in his efforts to improve practices on his home farm. Since most of the farm income of the community derives from corn and hogs, boys are encouraged to include these enterprises in their practice program.

After the first year's program is carried out successfully, the agricultural student is encouraged to begin planning his subsequent home practice work on a long-time basis.

The entire emphasis in the supervised farm-practice work is laid upon building up interest in farming as a profession, to show the student how farming can be made profitable, and to encourage him to plan to establish himself in farming on an independent basis within a period of 4 or 5 years after the completion of his agricultural course.

Drop in the Bucket

County superintendents of schools, high-school principals, teachers of agriculture, trade and industry, and home economics, county home demonstration agents, and county agricultural agents have cooperated in the program for out-of-school youth carried on in Virginia during the past year.

The major objectives of this program are: To provide training for out-of-school youth which will help them to improve their vocational efficiency, earn money through the production of salable articles, or improve their home conditions; to help them in selecting a vocation and assist them in securing employment; and to provide opportunities for them to make better use of their leisure time.

The program carried on in Gloucester County during the year, in which 219 out-of-school youth were reached, is typical. This program was organized by the superintendent of schools and the principals of the two county schools, at these schools and at the county Negro training school. Classes met twice a week at night throughout the school year. Instruction was offered in agriculture, home economics, and commercial work by teachers in the regular schools, while special teachers gave instruction in handcrafts, mechanics, and music. A varied program of recreation was carried out and special features, such as a fashion show and a bazaar, were conducted. As a result of the training in handcraft work, unemployed boys and girls learned to make articles they could sell. A small gift shop for the sale of these handcraft articles and ice cream is now operated by these young people.

The cost of the Gloucester County program, including salaries of regular and special teachers, transportation for those enrolled, and materials and equipment, was \$2,860 or \$13 per pupil. The cost of the program for out-of-school youth carried on in the entire State, in which 1,050 persons were reached, was \$16,986, or \$16.17 per pupil.

Attention is called by Sidney B. Hall, superintendent of public instruction for Virginia, to the fact that there are 40,000 out-of-school and out-of-work youth between the ages of 16 and 25 in the State and that a large percentage of these youth are not trained for any type of employment. It is obvious, therefore, that the accomplishments of the State department of public instruction in reaching as many of this group as possible, admirable as they are, constitute but "a drop in the bucket" as compared with the actual need.

Coordination That Counts

The needs of students for training and the ability of industry to absorb prospective workers will be the principal factors governing the type and character of vocational-education courses in Salt Lake City high schools during the current school year.

Vocational coordinators in the city-school system will make a special study of previous records and aptitudes of all students taking

courses, with a view to assisting them in finding employment in suitable occupations. Coordinators will seek the assistance of employers in studying the qualifications of workers required in their establishments, and students who have completed courses will be recommended for employment in local industries. The schools will cooperate with the State employment service in placing graduates of vocational courses.

Students who do not intend to go to college or who are not in position to go, and therefore wish to find employment in the industrial or business fields of the community, will receive first consideration in the city's vocational training classes.

Home Economics Clubs

Replies to a questionnaire on home-economics clubs for those enrolled in homemaking courses in high schools in 10 Southern States show that this type of organization takes a number of different forms. Among the names of these organizations are Home Economics Clubs, Junior Homemakers, and Future Homemakers.

Membership in such clubs is open in one State to girls enrolled in vocational home-economics classes; in four States to any girl who is taking or has taken home economics; and in five States to boys as well as girls who are taking or have taken home economics.

In 8 of the 10 States, home-economics clubs are set up in terms of degrees or standards of excellence. The goals and objectives of the organization are set up by the State supervisor of home economics in one State; a committee composed of home-economics teachers and students in three States; an advisory committee of the State home-economics association in two States; and by a student committee in one State.

A close relationship with the Future Farmers of America, national organization of boys studying vocational agriculture, is maintained in one State; a cooperative relationship in school and community activities in two States; and no definite relationship in seven States.

The report covering home-economics clubs shows further that such organizations have been established for Negro students in two States and that several other States are considering the establishment of these clubs for Negroes.

Follow-Up Important

The vocational agriculture teacher should have a complete record of the performance of every boy who enrolls in his vocational agriculture class. Such a record, the Office of Education points out in a recent memorandum, will enable the teacher not only to see that the student gets the proper guidance and training during his period in full-time school classes and in part-time and evening classes after he has left school and is engaged in farming, but also to follow him up from

time to time with a view to helping him in his farming problems.

The follow-up record, according to the Office of Education, should begin the day a boy enrolls in a vocational agriculture class. The teacher who makes the first entry in such a record may not remain in the community, but the record he started will enable his successors to carry on. "The function of vocational agriculture programs," the Office of Education declares, "is to train young men to become established in farming. Boys may have to take their first step as laborers working for wages on the farm, but if we follow them as we should with our council, they may become renters, then owners, and, finally, well-established farmers and leading citizens." Forms for keeping vocational agriculture student records have been devised by the agricultural education service of the Office of Education. Kept over a period of years, such records will show the effectiveness of the vocational agricultural program as a whole.

Research With a Purpose

Vocational - agriculture teachers in the Southern States last year completed studies on 17 different problems of local, State, or regional interest.

These studies include one on the effects of vocational-education programs on the occupation of farming and on farm practices, made jointly by five teachers in five Alabama counties; one on the causes for dropping vocational-agriculture departments in the high schools of Texas, made by a Texas teacher; one on improving the instruction of teachers in service, made by a Mississippi teacher; one on the procedures used by different States in developing supervised farm-practice programs for vocational-agriculture students; one on the amount and distribution of time for instruction in vocational agriculture used in different agricultural departments; and one to determine the type of farmer-enterprise analysis to be used by Louisiana vocational-agriculture high schools. The studies listed give an idea of the type of research undertaken by Southern agricultural teachers.

Interesting also is the list of studies now in progress in the Southern States. An Arkansas teacher is comparing the scholastic performance of students in the college of agriculture who are graduates of high-school vocational-agriculture courses with that of those who are not vocational-agriculture graduates. Another Arkansas study seeks to determine the effect of vocational-agriculture training on placement in farming and other occupations. In Louisiana the status of out-of-school farm boys is being studied. In Georgia an attempt is being made to define methods of determining the needs of vocational-agriculture departments. These studies are selected from a group of 25 now being undertaken by southern teachers, many of whom are doing graduate work under the supervision of State teacher-training centers.

They Learn About Oil

"Twenty years ago, when Bridgeport experienced an oil boom similar to that now going on in Jeffersonville, the men in the community had a hard time getting jobs in the oil fields. The reason was simple—they weren't trained, didn't have the technical knowledge for other than the lowest paying jobs."

A recent issue of the Evansville (Indiana) Press, which is responsible for this statement, goes on to explain how the Bridgeport (Illinois) High School, at the instigation of the superintendent of the machine shops of a local oil company, established several years ago what is known as the "vocational oil-field training course." In this course students learn how oil wells are drilled; how the oil is pumped from them; how oil is transported by the intricate pipe-line system; and the way oil is refined and "cracked" into various products.

And they even test out various oil products. In the laboratory space allotted by the school for the oil-field course are miniatures of all the various pieces of equipment which an oil company usually has scattered over miles of country. Beneath the wooden floor of the classroom are two oil wells, complete with casing, tubing, rods, and pumpjacks. Equipment was supplied by a local oil company, which also supplies all the oil necessary to run the machinery and to make experiments. Students make many pieces of equipment themselves and thus get experience in a dozen different crafts, such as carpentry and blacksmithing. With an old automobile engine, they test the reaction of various oils and gases. They tear down and rebuild engines used in the oil fields.

Two years are required to complete the Bridgeport High School oil-mechanics course, which is open to juniors and seniors. L. A. Clark, teacher of the course, reports that more than 20 percent of the boys who have completed the course are now employed in the oil business.

An All-Around Program

Realizing that they are citizens as well as farmers, members of the Young Farmers' Association, composed of young men enrolled in a part-time class in agriculture in the Bowling Green (Ohio) High School last year, took time to consider some of the civic, social, and recreational problems of their community and of the times. Along with agricultural topics, they discussed in separate meetings such problems as progress in cooperation among farmers, the work of the State highway patrol, the work of the sheriff and his deputies, how to use a bank, and recreation for rural people.

College faculty members, a banker, the Wood County sheriff, a representative of the State highway patrol, the county superintendent of schools, and the county agricultural agent were among the guest speakers on the club's weekly meeting programs. As its special agricultural problem for the year, the club selected for study the production of alfalfa.

C. M. ARTHUR



(Left, above) Selecting the Star American Farmer for 1937. Secretary of the Interior, Harold L. Ickes; Philip S. Rose, Editor of *The Country Gentleman*; and Willard E. Givens, Executive Secretary of the National Education Association, act as judges of the candidates' records. Standing, left to right: Mr. Givens; John W. Studebaker, Commissioner of Education; Joe Black, President of the F. F. A.; and Mr. Rose. Sitting, Secretary Ickes. (Right, above) Product exhibits at the Tenth Annual National Convention of Future Farmers of America. The New York exhibit features grape juice; the Texas exhibit, pecans; and the Missouri exhibit, eggs and the poultry industry.



Ten Years of F. F. A. Progress

by W. A. Ross, Specialist in Agricultural Education

★★★ In the arena of the municipal auditorium in Kansas City, Mo., the tenth national convention of Future Farmers of America was recently held.

Although the convention is now history it also made history. From the time the first group of vocational agricultural students appeared at the registration desk, 2 days before the convention opened, until the last person stepped from the floor at the closing session, there was a steady hum of activity—purposeful activity. It was undoubtedly the largest gathering of farm boys and young men ever assembled in this country. Over 8,000 persons attended, representing 47 States and the Territory of Hawaii.

Since this gathering on October 17-22 marked the tenth consecutive year the Future Farmers of America have met in national convention in Kansas City, it seemed particularly fitting that the first event should be the placing of a commemoration plaque in the Baltimore Hotel where the organization was launched in November 1928. This ceremony took place on the evening of October 17. Participating were five of the original (temporary) officers of the 1928 meeting: C. H. Lane, Henry Groseclose, H. O. Sampson, J. A. Linke, and W. T. Spanton. At the close of the program, the plaque was unveiled and was received by Thomas C. Bourke, the hotel manager, from Joe Black, representing

the F. F. A. Music was furnished by the Missouri State F. F. A. band.

Three Official Bands

At the opening convention session a massed band of nearly 300 pieces played stirring marches as delegates and visitors took their places. Included in this group of musicians were the members of three official bands coming from the States of Utah, Texas, and Missouri. These bands, composed entirely of F. F. A. members, had been developed and trained for the occasion. It was truly a symphony in blue and gold, for the F. F. A. uniforms matched the color scheme of the auditorium where the sessions were held.

With sincerity and dispatch the business at hand was disposed of by the young delegates and this same attitude and efficiency characterized the entire convention. Occasional,

(Concluded on page 121)



(Photo at left) President-elect Lester Poucher (left) receives the gavel from retiring President Joe Black (right). (Center photo) Robert Lee Bristow, Star Farmer of America receives his award from Dr. J. C. Wright, Assistant Commissioner for Vocational Education. (Photo at right) "Building the Flag." Placing the last star is Gay Morehead, president of the Mississippi Association of F. F. A., representing the last State to affiliate with the national organization.

Statistics

New Uses of School Statistics

by Emery M. Foster, Chief, Statistical Division

★★★ The Office of Education has been cooperating with the Bureau of the Census, Department of Commerce, in studying how school data could be used in checking the completeness of birth registrations and in calculating population data between census periods. Some results of the use of school data are given in *The Registrar*, October 15, 1937, published for its field representatives, by the Division of Vital Statistics, Bureau of the Census.

Testing completeness of birth registrations.—In checking completeness of birth registrations in the State of Washington, records of children entering the primary grade are being obtained from each school. The procedure adopted was: 1. Cooperation of State and county superintendents of education was obtained by personal visits and correspondence. 2. The campaign for the education of the public included newspaper articles, radio talks, and the distribution of pamphlets on registration. 3. Supplies furnished teachers consisted of franked cards on which to report first grade children, and literature containing information on the importance of birth registration for class instruction. By use of mechanical tabulation the enrollment cards were checked against birth registration cards. This made it possible to discover every child entering the first grade that had not been registered at birth.

Evaluating methods of checking birth registrations.—In Maryland a study of various methods of checking birth registrations involved as one method "copying records of children from school census records on file in office of county superintendent of education." This method proved less expensive but also less complete than the house-to-house canvass and more complete than the returns on a post-card distribution to families.

Estimating the census between decades.—Henry L. Shryock who is studying methods of estimating post-censal populations at Princeton University emphasized in a recent paper "that school statistics have a high degree of utility, uniformity, and availability, and have been used to advantage" in making such estimates.

Data from the State departments of education show 870,963 teachers employed for 1935-36 in comparison with 847,120 for 1933-34. This is an increase of 23,843 teachers in the 2-year period. The estimated distribution of teachers between elementary and secondary (including all types of high schools under secondary), was elementary 603,379, secondary 267,584.

Although exact figures are not available, due to the fact that some States cannot distribute the number of teachers between types of schools, it appears from the estimates that almost all of the increase in number of teachers has been in the secondary schools. This is to be expected since elementary school enrollments (when the seventh and eighth grades in junior high schools are included in secondary), have decreased by about 375,000 pupils, while high-school enrollments have increased by about 309,000 pupils.

Kindergarten Enrollment

Enrollment in public-school kindergartens is increasing very slowly. The 606,753 pupils enrolled in 1936 is only 4,978 more than were enrolled in 1934. This is an increase of less than 1 percent (0.83). There were more children in public-school kindergartens in 1924 (609,659) than in 1936. The highest enrollment in these kindergartens was 723,443 in 1930. The 1936 enrollment is 16.13 percent or almost one-sixth less than in 1930.

White and Negro Enrollments

The figures for grade enrollment in the separate schools for white and Negro pupils in the 18 Southern States for 1935-36 show interesting changes that have taken place in these schools since 1933-34. The total enrollment in the schools for white pupils increased 1.6 percent as compared with only 0.4 percent increase in schools for Negroes.

The total elementary school enrollment decreased in the schools for Negroes by the same percentage that it increased in the schools for whites, 0.7 percent. This decrease in the schools for Negroes is due entirely to an 8.0 percent decrease in the first grade which more than counterbalances increases in all other elementary school grades. The relatively large increases of from 4.6 to 9.7 percent in the fifth to eighth grades in schools for Negroes is encouraging. There were decreases in schools for white pupils in the first, third, and fourth grades.

The total high-school enrollment in schools for white pupils increased 5.7 percent from 1933-34 to 1935-36 compared with a 15.8 percent increase in schools for Negroes. There were approximately one-sixth more pupils in both the first and second years of high schools for Negroes in 1936 than in 1934, one-eighth more in the third year, and one-tenth more in the fourth year. The increases in high-school grades in schools for white pupils varied between approximately 3 and 8 percent.

The much larger percentage increases in the schools for Negro pupils than for white pupils from the seventh grade through high school are due to the much smaller percentage of the Negro population that have been enrolled in these grades.

Enrollment in white schools in 1933-34 and 1935-36

[18 Southern States]

Grade	1933-34	1935-36	Percent of increase or decrease
Total enrollment	7,648,815	7,774,648	1.6
In elementary schools	6,203,798	6,247,827	0.7
In high schools	1,445,017	1,526,821	5.7
Number in each grade:			
Kindergarten	49,915	53,300	6.8
First	1,268,533	1,231,132	-2.9
Second	844,434	846,683	.3
Third	842,270	831,348	-1.3
Fourth	822,262	814,534	-.9
Fifth	754,649	775,761	2.8
Sixth	675,097	717,049	6.2
Seventh	628,078	646,106	2.9
Eighth	318,560	331,914	4.2
First year high	484,609	520,414	7.4
Second year high	386,052	411,874	6.7
Third year high	312,786	322,012	2.9
Fourth year high	256,126	266,574	4.1
Postgraduate	5,444	5,947	9.2

Enrollment in Negro schools in 1933-34 and 1935-36

[18 Southern States]

Grade	1933-34	1935-36	Percent of increase or decrease
Total enrollment	2,430,098	2,438,981	0.4
In elementary schools	2,266,913	2,250,045	-.7
In high schools	163,185	188,936	15.8
Number in each grade:			
Kindergarten	4,765	6,369	28.3
First	796,765	733,301	-8.0
Second	334,780	335,348	.2
Third	302,803	304,856	.7
Fourth	269,866	275,383	2.0
Fifth	217,060	227,160	4.6
Sixth	170,382	180,716	6.1
Seventh	125,391	137,550	9.7
Eighth	45,071	49,362	9.5
First year high	65,473	76,436	16.7
Second year high	43,335	51,431	18.7
Third year high	31,050	35,536	14.4
Fourth year high	23,255	25,389	9.2
Post-graduate	72	144	100.0

★ ★ **SCHOOL LIFE**, official organ of the Office of Education, United States Department of the Interior, will come to you one year (except July and August) for one dollar. With your subscription you also receive *March of Education*, the news letter of the Commissioner of Education. This news letter brings information on important current matters. Order **SCHOOL LIFE** from the Superintendent of Documents, Government Printing Office, Washington, D. C.

SCHOOL LIFE, December 1937

Individualizing Education in the CCC

by Howard W. Oxley, Director of CCC Camp Education

★★★ From the beginning of organized education in the camps, an individualized approach has been used in the education and training of CCC enrollees. "The activities you carry on," the original educational handbook instructed the camp advisers, "must grow out of the needs and wishes of the men. There is no program planned outside the camp and imposed from above. . . . Individual counseling, guidance, and stimulation are the keys to the selection of materials."

This philosophy of education, as presented in the original instructions to camp advisers on January 4, 1934, has subsequently served

as the foundation of all CCC educational effort and has shaped the development of the entire program of camp training. Today, CCC education consistently follows individual diagnosis and guidance as its basic method. The soundness of such a method is concurred in by many of our modern-day educational leaders. Speaking at Bucknell University last October, M. R. Trabue, dean of the School of Education at Pennsylvania State College, said, "Individual diagnosis must be the central activity of the teacher in a democratic state."

Four years of experience with approximately 2,000,000 men in camp have indicated the wisdom of a program which seeks to minister

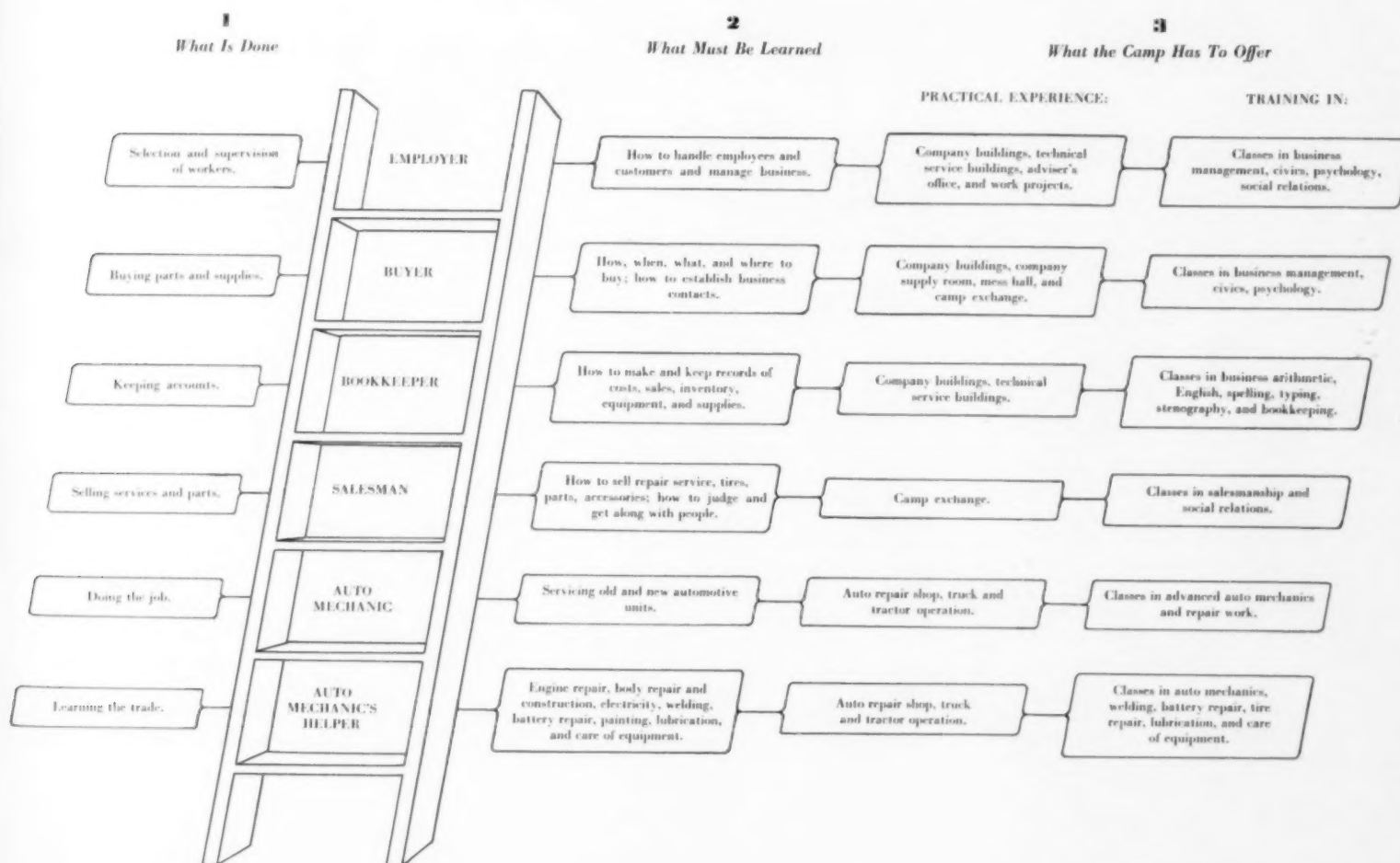
to a diversity of individual problems, interests, aptitudes and abilities. It would be fatal to try to maintain in the camps a hard and fast curriculum, a series of academic and vocational hurdles over which each enrollee must pass.

Diversified Backgrounds

Enrollees come from backgrounds of widely scattered interests and opportunities. A large portion of them come from backgrounds of few advantages or constructive outlets. About 3 percent of them are functionally illiterate and 39 percent have not completed elementary school, although the age of the

AN INDIVIDUALIZED OCCUPATIONAL TRAINING PLAN FOR ENROLLEE SMITH

Auto Repair Shop Manager or Owner



NOTE.—The above diagram shows Enrollee Smith how to outline an occupational training plan for himself and how to progress by successive steps toward his chosen vocation. The

diagram, in the form of a ladder, lists the successive steps or job levels leading to the desired position, that of auto repair shop manager or owner. Parallel to each step or job level there appears in column 1 a description of

what the job comprises; in column 2, what must be learned in each job; and in column 3, what the CCC camp has to offer in practical experience and training for each job.

average enrollee is nearly 20. More than two-thirds of the enrollees have never received systematic vocational training, and the majority of them have no plans for earning a future livelihood. A recent report of the Department of Labor indicates that of 93,620 men who entered the camps during October 1936, 21,579, or 23 percent, had never held any kind of job prior to entering the corps. Of those who had been employed, the average enrollee had been jobless for nearly 7 months before reaching the CCC.

Intelligence tests recently given to a representative group of 6,000 enrollees revealed a spread of mental ability ranging from near feeble-mindedness to very superior. A study of camp reports shows an interest spread covering a range of 100 subjects. Camp educational records reveal an educational achievement range from practically no schooling to a college degree.

When we have an educational situation in which individuals range all the way from illiteracy to the college status, from near feeble-mindedness to very superior, from practically no special interest to any one of a hundred different interests, and when to these differences are added differences in work experience, ambition, temperament, and emotional stability, an individualized education based upon diagnosis of individual needs and careful guidance is not only desirable but clearly essential.

Shaping Individual Training

In building a program of training for each enrollee, the camp adviser begins with the individual on whatever level he finds him. The adviser has two objectives: To make the enrollee (1) more employable and (2) a better citizen. Through counseling and guidance, the enrollee is aided in discovering his own abilities and interests and in developing a program of study and training. Each man is encouraged to plan ahead in life—for a career and for satisfactory civic life.

Each camp offers a variety of jobs and vocational classes in which the learner may acquire first-hand experience and understanding. As the enrollee progresses through these experiences, the camp adviser counsels him on basic information he must acquire, the correlation between the jobs he is pursuing, the occupational outlook in his chosen field, and the steps he must take to achieve promotion and advancement in his vocation.

Having chosen an occupation or field of work, the enrollee is assisted in mapping out a program which will lead him successfully in that direction. He is shown how to start his vocational plans while in camp and what he must do to continue them afterwards. He is shown how one step of preparation fits into another and how a succession of steps will lead him to a realization of his objective.

Contribution of Camp Education

The diagram on the previous page of a sample occupational training plan is illustrative of those which camp advisers assist enrollees in preparing.

Since CCC men are in camp service for an average of but 8 months, it is believed that the chief contribution that can be made is to get each man to think seriously of his occupational future. If the average enrollee can be stimulated to want to be a self-sustaining citizen and to start planning accordingly, much will have been accomplished. On the other hand, camp advisers are aware of the pitfalls of overspecialization and narrowed interests. That is why they have attempted to fit each enrollee into an integrated program of camp activity, including educational, vocational, job training, and recreational phases. The enrollee is led to see the relationship between the many phases of camp life and to make use of all these advantages.

It is believed that CCC camps have achieved a measure of success, through individualized efforts, in preparing thousands of American youth for employment and community life. At least, the camps have started many a young man in the desirable direction. A Los Angeles editor recently wrote: "The CCC has proved

itself a good training ground. It has cared for . . . boys in many cases of fine character but little education. A lot of them have learned trades. Nearly all of them have learned discipline and self-reliance. They know how to work."

Of course, there are many things which must be done to improve camp methods. The enrollee needs better preliminary guidance when he first registers with the enrolling agency. He should be more carefully assigned to those work projects which will best develop his aptitudes and native abilities. A number of camps should be classified according to their special educational advantages. Camp activities ought to be integrated more effectually with the educational and apprentice-training programs of the several States.

By and large, however, it is felt that CCC educational efforts have been based on sound practices. The underlying philosophy has been to cut the pattern of education to fit the situation of the individual learner. This philosophy of education contains merit not only for camp purposes but for any program of youth conservation and development.

Library Service Appointments



The Library Service Division of the Office of Education has the following new appointments recently made to its staff:

Ralph McNeal Dunbar, Ames, Iowa, chief of the Division; Edith Gantt, of Fairfield, Solano County, Calif., specialist in public libraries; and Nora Beust, of Chapel Hill, N. C., specialist in school libraries.

The three librarians, who will develop and promote improved library service throughout the United States, come to the Office of Education with outstanding experience in library science and administration.

Mr. Dunbar received an A. B. degree in 1912 from George Washington University; an M. A. degree in 1914, from Columbia University; and, during the current year he has met requirements for a Ph. D. degree at the University of Chicago. His experience in library work includes service in Washington, D. C., and Y. M. C. A. public libraries, Brooklyn Public Library, Iowa State College library, and in the United States Navy Department Bureau of Navigation. He has also served the American Library Association in many capacities.

Nora Beust has had extensive experience in the school library field. After serving in Chicago and Cleveland public libraries, she was reference librarian in the Teachers College at La Crosse, Wis., and for several years has been librarian and instructor in library science at the University of North Carolina School of Education. She assisted in organizing the School of Library Science at the University of North Carolina.

Miss Beust has served many organizations and committees of State and national importance in promotion of school library activities including the American Library Association, North Carolina Library Association of which she has been president since 1935, North Carolina State Planning Committee for Libraries, and North Carolina State Certification Board for Librarians. She is an outstanding consultant on choice of books for libraries, schools, and colleges. Miss Beust was graduated from the University of Wisconsin with the B. A. degree in 1923, attended the University of Chicago in 1927, and received an M. A. degree at the University of North Carolina. She has been a member of the University of North Carolina School of Education staff since 1931.

Since graduation from the University of Nebraska in 1911, Edith Gantt, appointed to the position of specialist in public libraries, has had a wide and varied background in educational and library activity. She has done library work in New York City, New Haven, Conn., Pocatello, Idaho, Stanislaus County, Sierra County, and Solano County, Calif. Since 1917 she has been the librarian of Solano County, Calif. Immediately preceding this activity she was a California State library visitor and instructor.

The new staff members of the Library Service Division will enter upon their duties within the next few weeks "to develop a higher standard of library service for students, educators, and the public in general."

Ten Years of F. F. A. Progress

(Concluded from page 117)

points in question regarding parliamentary procedure failed to daunt these American youth. They had work to do and problems to solve and they went about it in a business-like manner.

Before a large crowd the eighth national F. F. A. public-speaking contest took place during the evening of the opening day. For the first time a contestant from the Hawaiian Islands was entered. When the five finalists had delivered their speeches and answered a series of pointed questions put to them by the judges, results were announced and awards made. First honors and \$250 in cash went to Jack Gunning of Wisconsin, speaking on the subject, First in Agriculture. The Utah band gave a stellar performance in the hour's concert which preceded the contest.

Vocational Agriculture Day at the American Royal Livestock Show and National F. F. A. Day as well, was crowded with important events. Seventy-five members received the degree of American Farmer, fourth and highest in the organization, and honorary degrees were also conferred. The center of interest was in the Star American Farmer designation. Which of the 75 young men would receive that honor?

Announcement Made

Adjourning to the American Royal for the afternoon performance the vocational agriculture group was seated in several reserved sections where they cheered the parade of F. F. A. delegates, officers, American Farmers, prize winners and contestants in the national judging contests, headed by the three official bands. When the various sections of the parade had been brought into place in the center of the arena before a rural crowd of several thousand people, Robert Lee Bristow of Saluda, Va., was announced as the Star American Farmer for 1937 by W. A. Cochel, editor of the *Weekly Kansas City Star*. The presentation of the \$500 check provided by the *Star* was made by J. C. Wright, Assistant Commissioner for Vocational Education. Regional and State Star Farmers receiving \$100 awards were also named and an honorary American farmer key was presented to J. C. Swift, president of the American Royal Livestock Show.

President Roosevelt's Greeting

The high point in the week's festivities was reached at the special ten-year celebration program on the evening of October 19. When the Texas band had finished a well-planned concert which was followed by massed band playing led by the three band directors, Alvin Reimer of Nebraska, first vice-president of the F. F. A. in 1928, called the meeting to order.

The gavel having been passed to the highest ranking officer present for each year, the opening ceremony was conducted by the 1937 officers. A letter of greeting from President Roosevelt was read by President Joe Black.

Using as his subject, Twenty Years of Vocational Education, Dr. J. C. Wright, Assistant Commissioner, Office of Education, called attention to the fact that 1937 marked not only 10 years of F. F. A. progress but 20 years of vocational education service to the country as well. Immediately following his address, the story of F. F. A. was unfolded with W. E. Drips, agricultural director of the National Broadcasting Co., serving as narrator.

Twenty of the forty-eight former national officers were present to receive the specially designed badge of a past national officer. Awards were also made to all adult national officers who had served from 1928 to 1937, inclusive. The final results of the chapter contest revealed that Stamping Ground, Ky., was the winner in that competition—outstanding among the 5,000 local chapters in the organization. The State association award went to Louisiana, winner of this same honor for the second time in 5 years.

A fitting close to this interesting evening's program was the Building of the Flag, a ceremony during which one representative from each chartered State Association of F. F. A. came to the platform and placed a star in the blank field of a large American flag. The stars were placed in the order in which the State associations had been admitted to the F. F. A. organization and the result was a perfect American flag with 48 glittering stars.

Awards Distributed

The chamber of commerce banquet, for vocational agriculture students was attended by some 1,400 persons—600 more than had attended in any preceding year. Winners in the vocational judging contests were announced and prizes and awards distributed. The Solomon, Kans., chapter orchestra gave an outstanding performance.

During the week, over 1,200 feet of motion-picture film was taken of the activities and films in both 16 and 35 millimeter size will be available for showing in the various States. Through the courtesy of the National Broadcasting Co., radio programs direct from the floor of the convention were presented.

An added feature of the tenth convention was an exhibit of agriculture products provided by the various State associations. These were placed on display along with the various F. F. A. merchandise exhibits in the Little Theatre of the auditorium. Considerable interest and originality was shown in this display and it will be continued as a

regular department of future national conventions.

Leaders Chosen

The convention was an inspiration from any point of view, a demonstration of what organized systematic training for agricultural leadership, cooperation, and citizenship is actually accomplishing. Parents and friends came from many parts of the country to learn more about the F. F. A. Several States sent representatives from each of their chapters.

If the first 10 years of F. F. A. progress can be taken as a criterion of further development, then a field of still greater achievement and service lies in the years ahead. The boys chosen to lead the Future Farmers of America for 1937-38 are: J. Lester Poucher, Florida, president; William Stiers, Ohio, first vice president; Lex Murray, California, second vice president; Eugene L. Warren, Arkansas, third vice president; Arden Burbidge, North Dakota, fourth vice president; and Lowell Bland, Colorado, student secretary.



Quintuplets Discussed

At the invitation of Dr. William E. Blatz, director of St. George's School of Child Study, University of Toronto, and Dr. Allan R. Dafoe, a conference was held in Toronto, October 30 and 31 on the growth and development of the Dionne quintuplets. Charles H. Judd, chairman of the advisory committee, acted as general chairman and two members of the committee, H. H. Newman, University of Chicago, and George D. Stoddard, University of Iowa, acted as chairmen of two general sessions.

At these meetings members of the staff of the University of Toronto and local scientists reported first on the biological development and physical growth of the quintuplets and second on their mental growth, language ability, routine training, social development and self-discipline. Reports were illustrated with stereopticon slides, graphs, diagrams and photographs. A summary of the reports presented at both sessions of the conference, published by the University of Toronto, provides a graphic picture of the studies made during the past 3½ years. At one session Dr. Dafoe gave the life story of the five little girls, illustrating his talk with motion pictures. A special train took the members of the conference to Callander where they visited the nursery and observed the quintuplets at play. A member of the staff of the Office of Education, Mary Dabney Davis, specialist, nursery-kindergarten-primary education, attended the conference.

Progress on Records and Reports Program

★★★ At the annual conference of the Association of Chief State School Officers held in Washington, December 27-28, H. F. Alves, senior specialist in State School Administration, Office of Education, made the following report:

"Since the adoption of the resolution in December 1935 by the National Council of Chief State School Officers requesting the Office of Education to take such steps as were necessary to complete the study of uniform statistical reports of State school systems, to determine uniform procedures and definitions, and to assist the State departments of education to set up uniform records, the steps herewith presented have been cooperatively taken.

During 1936

Revised definitions of terms used were sent to the States for criticisms and suggestions as bases for further modifications.

Analyses were made of basic recording and reporting forms in use in States to determine the items of information being secured by the States through the forms used by teachers, principals, supervisors, local superintendents, and others in making their required reports.

Tentative report forms were prepared suggesting "blocks of information," based on items determined through analyses, in which States seemed to be interested. These forms were prepared in three parts: Part I was devoted to personnel; Part II to finance; and Part III to miscellaneous items such as transportation, school buildings, etc.

Visits were made by representatives from the Office of Education to State departments of education for personal conferences with staff members to determine the extent to which the States, (a) agreed with and planned to use definitions of terms as revised, and (b) were interested in securing the items of information, as revealed in check lists from States in 1935 and as determined by analyses.

A grant from the General Education Board, in response to a joint request of the National Council of Chief State School Officers and the Office of Education, made possible these visits during both 1936 and 1937 to the States by representatives of the Office of Education. Travel and other expenses of these representatives were paid from this grant.

During 1937

Tabulations and summaries were made of findings revealed by the personal conferences with State department staff members. These tabulations and summaries proved to be par-

ticularly valuable as bases for further modifications of definitions of terms used and to be used.

Preparation was made of, (a) lists of desirable items of information that, in terms of current practices within States and of indications by States in personal conferences the previous year, should be available to the respective States and their subdivisions, and (b) suggested forms for recording these desirable items of information at their sources and for reporting such items as were found to be progressively needed by teachers, principals, and local superintendents and by State departments of education.

Five regional conferences, attended by representatives from 44 States and the District of Columbia, were held in March and April. During the 4 or 5 days of each conference, representatives of the States had the opportunity to consider, individually and collectively, the findings of the preceding steps of the program. Criticisms and suggestions made by these conference groups served as bases for supplementing and modifying actions and decisions previously determined and also served as guides to the indi-

vidual State in efforts to make such revisions in its system of recording and reporting school data as it found, and may find, necessary.

Future Steps Proposed

The following steps have been proposed in regional conference resolutions and in communications from States:

1. Advisory and consultative services by representatives of the Office of Education to States at the time they are actually revising their recording and reporting forms.

2. A continuous study (from 3 to 5 years) involving the development of basic forms required to record and report data relating to such special phases of the educational program as transportation, permanent school funds, teacher personnel records, individual cumulative pupil records, etc.

3. Follow-up regional conferences permitting the attention of State representatives in attendance to be directed to the cooperative preparation of handbooks of procedures or manuals of instruction in personnel and financial accounting. At this time a number of States are considering the preparation, for use in the field, of such manuals for furthering their respective efforts.

4. A thorough analysis to determine the possibilities for organizing the respective State annual and biennial reports so as to incorporate, at designated periodic intervals, studies reflecting certain special phases of the educational program.

Tools for the Handicapped

★★★ The following statements are excerpts from an address by Dr. David W. Smouse, at the recent dedication of *Sunshine School*, San Francisco:

"To have a part in the movement adequately to care for physically handicapped children is a great privilege, and to see the evidence of the spread of this movement in the building which is being dedicated here is inspiring. * * *

"I feel that the most valuable gift that can be made to others, whether it be in the form of money or of labor, is the gift of tools—tools by which the recipients can continue to enlarge their lives, and with which they may carry on their careers with increased profit and success.

"In this sense, education is a tool. It is something the recipient can use permanently for his own benefit and that of others. It does more than give pleasure—it gives strength and power to solve life's problems. And a physician's work is to a degree like education, for the medicine, the care, the operation, all are for the purpose of adding to the strength and courage of human beings so that they can live fuller and finer lives.

"The modern conception of care for the physically handicapped is in complete accord with this principle of giving tools. The

world has always offered sympathy to the physically afflicted. It has always given charity. But it is just beginning to give tools which will enable the handicapped to lift themselves partially or completely from the realm of those needing sympathy and charity.

"We are familiar with the mother who has one child more fragile than the others, perhaps permanently handicapped—and we are familiar with her special tenderness for that child, her overflowing sympathy. We are touched by her love as she puts the child to bed with infinite care, prepares special delicacies to tempt the appetite, and does the many other things that only mothers know how to do. But beautiful as this is, it is not enough. The child should also be given adequate training that will enable him to rely on himself some day. The mother will depart eventually, and the child will be mature. The memory of her tenderness alone will not enable him to be a useful happy citizen.

"This school, which is being dedicated, the others that have been built; and the many that will arise in the future, all represent aid to physically handicapped children—aid intended to make children useful, capable, ambitious citizens.



In Public Schools

Safety Education

Under the provisions of chapter 199 of the laws of 1937 instruction in highway safety and traffic regulations must be given in all schools of New York State, according to a circular recently issued by the board of education of New York City. Pursuant to the provisions of the statute, the following action was taken by the board of regents under date of July 30, 1937: Safety education, including highway and traffic safety, shall be given to all pupils in both elementary and secondary grades; that such instruction shall be made a definite part of the school program either as a special subject or in connection with instruction in other subjects; that comprehensive plans for safety education be organized by local school authorities including highway and traffic safety, home safety, recreational safety, industrial and occupational safety, and school safety, to insure the development of safety habits in all the varied activities of everyday life; and that the instruction in safety education be given for not less than 30 periods, or the equivalent thereof, in each year in the elementary schools (grades 1 to 8), for not less than 30 periods, or the equivalent thereof, in each year in the junior high school (grades 7 to 9), and for not less than 15 periods, or the equivalent thereof, in each year of the senior high school (grades 10 to 12).

Michigan Curriculum Study

Eugene B. Elliott, State superintendent of public instruction of Michigan, announces in a recent issue of the *Michigan Education Journal*: "The Michigan study represents an effort to modify and improve the character of the curriculum of Michigan high schools. The study is to be conducted over a span of 12 years, divided into four parts. The first phase, one year in length, will be a period of refining and maturing the general plan of the study and particularly for reviewing the potential contributions from previous and current studies. The second phase, covering 4 years, will consist of the experimental trial and evaluation of the immediate results of the most promising practices that can be discovered. The third phase, covering 4 years, will consist of the extension of plans that have seemed to work well in a number of schools. During this phase and the fourth phase, emphasis will be placed on the evaluation of the deferred outcomes. The fourth phase of 3 years will be a period of summarization, integration, and extension of best practices in secondary education throughout the State."

High School for Unadjusted Girls

A high school for socially unadjusted girls (grades 7 to 12) was established this fall in Los Angeles, Calif., according to the *Los Angeles School Journal*. Any girl in junior or senior high school who appears to be a social misfit in need of special guidance in a smaller group may be recommended to Mrs. Edna R. Sheldon, attendance section, for transfer. After a conference held by the principal, the assistant supervisor of attendance, and the parent or guardian, and when all the necessary records have been completed, the assistant supervisor will take the records and the girl to this school. A special follow-up will be continued as is found necessary for each girl. The course of study offered will adjust to meet the needs of these girls. Credits toward graduation will be earned on the same basis as in the other Los Angeles high schools.

Minneapolis Experiments

A new experiment in bringing motion pictures of significant events into the classroom is being tried this fall in two north Minneapolis, Minn., schools, according to the

School Bulletin of the Minneapolis schools. A test of the practical educational value of classroom display of current releases of the motion pictures, *The March of Time*, is to be made. Through use of auxiliary bulletins and teachers' manuals, there will be detailed consideration of the events pictured on the screen and their significance in relation to the regular courses of study. A primary objective of the experiment will be to arouse interest in real life social problems.

School Library Handbook

The *North Carolina Public School Bulletin* recently announced: As a help to school librarians and teacher-librarians, the *North Carolina School Library Handbook* is being issued this fall. This handbook, which was prepared by Mrs. Mary Peacock Douglas, school library adviser, is designed to assist the librarian in the organization and administration of the library. The material included in the bulletin is very simply written and should be helpful to the small schools and to the larger ones, to elementary schools and to high schools. The standard for accredited school libraries; directions for organizing and caring for the book collection, suggestions for selection of books, especially the reference collection, and magazines; lessons on the use of the library; suggestions for the promotion of library activities through publicity and displays, student librarians and library clubs are included. One copy of the *North Carolina School Handbook* will be supplied to each school in the State within the next few weeks. Copies are available to individuals at 15 cents each.

Ann Arbor Reports

The Board of Education of Ann Arbor, Mich., has recently issued three publications under the titles: Classification in the Elementary Grades of the Ann Arbor Public Schools; A Report on the Reading Survey in the Elementary Grades of Ann Arbor; and The Junior High School in Child Growth. The first-named bulletin describes the meaning of age-grade grouping of pupils, and reviews three types of classification programs: (1) Grade achievement, (2) homogeneous grouping, and (3) social maturity. It also presents the plan of classification that is being developed in Ann Arbor. The second bulletin discusses the reading achievement of elementary school pupils in Ann Arbor and the nature of the instructional program. The third bulletin includes a report of the superintendent of schools of Ann Arbor on the philosophy and growth of the junior high school, a discussion of the physiological and psychological characteristics of the adolescent, and presents the home room guidance program.

The NEA on the air!

EVERY MONDAY AFTERNOON, 2:30-3:00 o'clock, E. S. T., Columbia Broadcasting System, *Exits and Entrances*. A current events program—an aid to teachers of the social studies. Begins Oct. 13, 1937.

EVERY WEDNESDAY EVENING, 6:00-6:15 o'clock, E. S. T., Red Network, National Broadcasting Company, *Our American Schools*. Promotes teacher welfare and better support for schools. Begins Oct. 13, 1937.

EVERY SATURDAY MORNING, 11:00-11:15 o'clock, E. S. T., Red Network, National Broadcasting Company, *Our American Schools*. Brings home and school in closer cooperation. Begins Oct. 16, 1937.

Attractive printed announcements of these programs are available free for distribution from the National Education Association, Washington, D. C.

300-Page Report

The *Survey of the Schools of Bethlehem, Pennsylvania*, a publication of the University of Pennsylvania, has recently been received. The survey was conducted by the school of education of the University of Pennsylvania at the invitation of the board of directors of the Bethlehem school system. Much information of significance to the people of Bethlehem and to others interested in education is contained in the 300-page report. A feature which adds greatly to both its readability and to the practical effect which the report may have is the classification of recommendations into three groups. In the words of the survey: "In the first group are certain general recommendations which are vital and basic to all others. The more detailed recommendations which should receive attention as soon as possible are found in the second group. The recommendations in the third group may be considered as goals toward which the program in the future may be directed. Some may not be attained for a number of years."

Social Studies

The State department of education of Oregon has recently issued a social studies course of 244 pages for the elementary schools of that State. Part I, for grades 1 to 4, is organized as a fused course, including geography, history and civics; and part II, for grades 5 to 8, has combined history and government and correlated geography to some extent.

Community Project

Hallowe'en activities in Rochester, Minn., are directed by the Rochester High School Community League as a community project. All details of planning for the occasion are responsibilities of the 2,000 members of the league. The result is constructive citizenship training combined with wholesome fun minus the usual vandalism.

Alabama Changes

J. A. Keller who recently resigned as State superintendent of education of Alabama, is the newly elected president of the State Teachers College at Florence, Ala. Albert H. Collins, former director of the State department of public welfare, succeeds Dr. Keller as State superintendent.

W. S. DEFFENBAUGH



In Colleges

College Art

Colleges and universities with departments of art, art schools, and textile schools will be interested in the no-jury, no-entry-fee exhibition of water colors sponsored by the research laboratories of M. Grumbacher, 470 West Thirty-fourth Street, New York City. This aqua-chromatic exhibition can be booked

only for institutions of higher education. Portfolios of original watercolors will be loaned to such schools having exhibition facilities without cost, except transportation, to the institution or participating artist. Both paper and mats are provided by the sponsors without cost to the participants for the purpose of maintaining absolute uniformity, and each artist indicates by an actual brush mark, in a series of squares provided on the front of each painting, the colors he used.

"All 'round the World, Cornell"

Cornell prides herself on being alma mater for alumni in virtually every country on the globe. This year her students represent 32 different countries and 48 States of the Union. Naturally New York State leads in the total number of students enrolled, but 326 Pennsylvania students are enrolled, 290 from New Jersey, 151 from Ohio, 101 from Massachusetts, 91 from Connecticut, 79 from Illinois, 52 from Michigan, 52 from Wisconsin, and even 35 from California 3,000 miles away. The national feature of Cornell is due in part to a selective system of admissions, efforts of committees of the Cornell Alumni Corporation award of regional McMullen scholarships.

Little Theater

The new Keiper Liberal Arts building erected at Franklin and Marshall College at a cost of \$250,000 was dedicated during the recent sesquicentennial festivities. This building provides a Little Theater seating 250 persons and equipped with the latest developments in theatrical production, including modern stage and lighting effects and acoustics. The theater has been pronounced one of the finest in any college. At the opening the Green Room Club, the college dramatic organization presented *Poor Richard* as a feature.

WALTER J. GREENLEAF



In Educational Research

Teaching Ability

The University of Toronto Press has issued Bulletin No. 8 of the Department of Educational Research entitled "Forecasting Teaching Ability." It is one of the more careful studies which have been made on the subject. Part of the study was made in the usual fashion—that of testing and rating students who enter a teacher-training institution and correlating these results with later estimates of success. Another method was also followed. This was to trace the careers of a number of successful and unsuccessful teachers in service in order to discover those traits or capacities or powers which seemed crucial to success in teaching. This study was carried out under the direction of Peter Landiford, M. A. Cameron, C. B. Conway, and J. A. Long.

Reading Material

Mary Lazar has made a study of the reading interests, opportunities, and activities of elementary school children. The study presents in a particularly interesting way the type of reading material chosen by these elementary school children. It analyzes more clearly than other studies the reasons why the great mass of boys and girls choose books not recommended by teachers or librarians. It discusses for example, the rage among the young generation of the series books—where the child is led to read several books using the same characters and, of course, issued by the same publishers. For boys the most popular books were found to be the Tarzan series, the Tom Swift series, and the Boy Allies series, while for girls the three favorite books in order of popularity were the Bobbsey Twins series, the Nancy Drew series, and Little Women. The study is published by the bureau of publications of Teachers College, Columbia University, as Reading Interests, Activities, and Opportunities of Bright, Average, and Dull Children.

Bilingualism

A very complete review of the problem of bilingualism in relation to mental development and educational achievement, and a new study of the problem, is reported by Seth Arsenian in a bulletin published by the bureau of publications at Teachers College, Columbia University. This report may be used as a sort of basic text on the subject. The new study reported is concerned with two groups of bilingual children in New York City—one of Italian parentage and the other Jewish. The study is entitled "Bilingualism and Mental Development."

Higher Education Appraisal

Mowat G. Fraser has issued his *The College of the Future*—an appraisal of fundamental plans and trends in American higher education—a book of some 529 pages, in which he outlines many of the issues of higher education and draws conclusions regarding what a college should look like. He does this through what he claims is the best research method known—that of considering all sides of the problem and making deductions. The main thesis of the study is concerned with the type of instructional facilities. He advocates a sort of tutorial system wherein the tutor leads the student through the maze of knowledge without much assistance.

It seems to this writer that the presentation is admirably done from the standpoint of summarizing the various plans for the organization of instruction in college. However, it also seems that an important area of college life has been omitted from consideration, and this is the student's own abilities and purposes in attending college. No real attack on the problem of the integration of the student's traits and the college curriculum is outlined. Unless provisions are specifically made for

individual diagnosis through measures of various types, no college will ever be able to integrate the student and the curriculum. The study is published by the Columbia University Press, Columbia University, New York.

Character Education

The character education experiment in Washington, D. C., was admittedly an experiment in the adjustment of the school program to the individual. One of the important elements in maladjustment in school is the lack of reading ability commensurate with the individual's general ability, his interests, and the reading ability of his classmates. For this reason one of the elements of the character education experiment was the attempt in certain schools to inaugurate a diagnostic and remedial reading program. This cooperative experimental attempt is described by Marion Monroe and others in the monograph *Remedial Reading*, published by Houghton Mifflin Co.

Research at Duke

The second monograph of the Duke University Research Studies in Education, by E. V. Pullias, takes up the problem of the variability of results from teacher-made objective tests and standardized tests. Mr. Pullias finds, as others have many times before, that two different examinations constructed to cover the same subject matter will not be strictly comparable. He also reaches the conclusion that objective tests are less reliable than essay-type examinations. He does this by comparing the reliability of the teacher-made objective tests used for his study with the reliability correlations calculated on essay type examinations by Monroe and Souders in 1923. If he has faith in his conclusion he should immediately plan a more comprehensive experiment to verify his finding beyond all doubt, because if he can verify his original conclusions he will change considerably our educational practice. The monograph is published by the Duke University Press.

DAVID SEGEL



In Other Government Agencies

National Youth Administration

N. Y. A. opens new opportunities to farm youth by providing sons and daughters of tenant and other low-income families with an opportunity to "learn while you earn," according to Aubrey Williams, N. Y. A. executive director.

Forty-one educational institutions in 10 States offer such employment to approximately 3,300 students on resident vocational training projects. Special agricultural train-

ing and homemaking courses are provided with paid part-time employment on construction and farm projects in State agricultural schools and colleges. The plan, Mr. Williams says, has proved a practical way "to bring the rudiments of successful farm life within the reach of those young people who plan to remain on the farm, but who have never had the opportunity of learning properly to run a farm or a farm home."

Vocational training projects—open to farm youth between the ages of 18 and 24, inclusive, whose families are receiving some form of public relief—are summarized as follows:

State	Number of schools	Enrollment
Alabama.....	4	96
Arkansas.....	4	176
Georgia.....	2	270
Idaho.....	3	260
Louisiana.....	7	234
Mississippi.....	1	40
North Carolina.....	1	50
Oklahoma.....	7	1,250
South Carolina.....	5	225
Texas.....	7	680
Total.....	41	3,281

The work is carried on in cooperation with the Department of Agriculture and various State schools and colleges. Applicants are selected for terms varying from 6 weeks to 6 months.

The young men are taught the fundamentals of such subjects as soil conservation, soil chemistry, dairying, poultry-raising, crop diversification, care of farm equipment, and cooperative purchasing and marketing. The young women are trained in home gardening, economical marketing, cooking, and the canning and preservation of food products.



Sight for the blind.

Works Progress Administration

W. P. A. Administrator, Harry L. Hopkins, in a recent report announced the following outstanding projects for the blind conducted under W. P. A. auspices:

Berkeley, Calif.—A class in creative writing resulted in the production of 15 articles, several short stories, 1 play, and early chapters of several books. In another class, instruction

was given in Braille shorthand as well as in the reading and writing of Braille.

Georgia.—Brailled daily and weekly news sheets were distributed to a large list of blind readers. The *Braille Guide* gives highlights of the day's news, including pin-point photographs of persons prominent in the news.

New York City.—One W. P. A. project produced more than 15,000 talking book machines, which are distributed in the various States by the Library of Congress in conjunction with the American Foundation for the Blind. They are loaned for an indefinite period to eligible blind persons, preference being given to those who cannot read Braille and have no close relatives or friends to read to them. The Post Office Department has established a free franking system by which both machines and records are sent back and forth without cost. A standard-size book can now be transcribed on six 2-sided 12-inch phonograph records.

Indiana State School for the Blind.—A Braille garden is now under construction by the W. P. A. Students will be able to enjoy the beauties of a garden and will be given opportunity to learn about flowers and trees in their own school yard. The garden includes not only flowers and plants but an equal number of small labels in Braille which give the common and botanical names of the plants and a brief résumé of their characteristics. When the students walk in the garden they are now able to read the Braille label, touch the plant, and become familiar with its size and shape, its leaf, and its scent.

At the same institution a skating rink has been constructed where blind children may roller skate on a concrete-circled playground. They have no trouble getting around it, for the surface is such that they are able to feel when they are coming to a curve and guide themselves accordingly. The Lions Club of Indianapolis purchased 100 pairs of skates for the children's use.

MARGARET F. RYAN



In Other Countries

New Institution

The National Higher Technical School named for Dr. Milan Rastislav Štefánik (Štatna Vysoká Škola Technická Dr. Milana Rastislava Štefánika v Košiciach), Košice, Slovakia, a new institution of university rank was established in Czechoslovakia by law of June 27, 1937. The school will be open to students at the beginning of the school year 1938-39. It is organized into three departments: Structural engineering with two sections—construction and transportation; hydraulic engineering and water use tecnic; and agricultural engineering. The requirements for admission to and graduation from its degree curricula are the same as those of the Czech Institute of Technology of Prague.

Cultural Information

A section of cultural relations was recently established in the Ministry of Education of Yugoslavia. In a brief declaration, the Yugoslav Minister of Education stated that his country had long felt the need of such a governmental office so that Yugoslavia could be presented to the world in true colors. He pointed out that Czechoslovakia and Rumania have paid considerable attention to the diffusion of knowledge about their countries and have used considerable budgetary amounts to that end. Yugoslavia, he added, would in the future devote much attention to enhancing its influence and prestige abroad by means of cultural information.

A Million Pounds

A contribution of 1,000,000 pounds has been offered to Oxford University, England, by Lord Nuffield. The benefaction is for two purposes. First, 100,000 pounds is to build and equip an up-to-date laboratory of physical chemistry. The remainder is for the building and endowment of a post-graduate college of social studies. Lord Nuffield has already purchased the site for the new college.

This is not the first of Lord Nuffield's gifts to the university. A year ago he gave an endowment to the medical school and recently offered a further amount of 200,000 pounds to erect buildings and hospitals connected with the school. *In toto* he has donated over 3,000,000 pounds.

Geology Institute

A National Institute of Geology was created in Venezuela by presidential decrees of September 29, 1937, with a budget of 316,000 bolivars (\$103,237 at par) to cover expenses until next June 30. Its purpose is to train professional geologists. The Venezuelan labor law requires that at least 50 percent of the technicians employed by the oil companies must be Venezuelan, and some of the companies have had much difficulty finding enough competent native technicians, including geologists, to meet this provision of the law.

Five professors and five assistant professors will constitute the teaching staff of the new institute and arrangements are being made for laboratories of mineralogy, petrography, general chemistry, qualitative and quantitative analysis, and the necessary equipment for studies in practical topography.

Peru Scholarships

Three scholarships will soon be given to graduates of the School of Engineers (Escuela de Ingenieros), Lima, Peru, to come to the United States for further study. The first of the three will be a course of 6 to 12 months specializing in textile manufactures; the second will be 12 to 18 months in the electrical engineering schools at Schenectady; the third, a course in the School of Mines at Painted Post or Phillipsburg, N. Y. In each case the period of study may be prolonged if that is found desirable. A recipient must be a

graduate of the Escuela de Ingenieros, recommended by it, and able to speak English. The scholarships are made possible by the cooperation of three firms from the United States that are operating in Peru.

Placing Graduates

The possibilities of placing its graduates in employment is the subject of a report issued in September by the appointment board of Melbourne University, Australia. The report states that during the fiscal year ended June 30, 1937, a good demand existed for chemists and engineers, mechanical engineers especially. Physicists are constantly in demand and a shortage is expected since the increased activity of the Commonwealth Government in the field of research in connection with secondary industry. There was a doubtful and uncertain demand for arts graduates except in public service and teaching. Banks and stockbroking firms required graduates passing with honors in economics and finance. Law graduates were in the worst position and effort was made during the year to draft a number into the commercial world. Demand for young lawyers was practically nonexistent. Both men and women graduates showed a general aversion to teaching though there was an acute shortage of teachers especially in science and mathematics.

Finding employment for women graduates is the board's most difficult problem. It appears almost impossible to place them in industrial laboratories and Government departments. Most of the women now enter the arts course and attain the pass degree. If they are not inclined to teach, they may more readily obtain employment if they are expert stenographers. Women students are encouraged to take the stenographic course in association with the arts course, so that they can, if necessary, obtain secretarial positions until other posts are available. There is a keen demand for women who can spell and punctuate, and in some cases compose letters.

Education in Japan

A *General Survey of Education in Japan* published by the Department of Education of Japan, Tokyo, 1937, was received at the Office of Education in November. It is similar to the publications on the same subject and with the same title that came out in 1926, 1930, and 1935, except that it is larger, better illustrated, and carries with it a companion publication *Education in Japan*. The latter is a series of graphs and charts showing the organization of the school system, its administration and control, and illustrating both present and historical statistics.

These two publications were arranged by the Japanese Government on the occasion of the Seventh World Educational Conference held in Tokyo last summer to give to foreigners a general idea of the educational condition of the country. Both are valuable for students and teachers of comparative education,

or to anyone who wishes to know about education in Japan.

Congress at Rouen

The Ninth International Ornithological Congress will be held at Rouen, France, May 9 to 13, 1938. The Congress will be organized in four sections: 1. Taxonomy and zoogeography; 2. Anatomy, physiology, paleontology and embryology; 3. Biology including ethology, ecology, migration, oölogy, etc.; and 4. Applied ornithology including economic ornithology, taxidermy, and observations and experiments on birds in captivity. Questions concerning the protection of birds will be handled by the International Committee for Bird Preservation which will meet at Rouen on May 6 and 7, immediately before the opening of the Congress.

The secretary of the Congress is Monsieur Jean Delacour, Chateau de Cleres, Cleres, Seine Inferieure, France. Persons who wish to present papers must notify him by January 31, 1938, and give the following information:

- (a) Title of the paper, with number of typed pages and approximate time required for delivery.
- (b) Section for which it is intended.
- (c) Whether illustrated by lantern slides, films, or photographs and prints. Sizes of slides and films must be given.

Excursions of various kinds are being arranged for the delegates.

The Government of France has invited the Government of the United States to participate by being officially represented. The invitation will probably be accepted.

JAMES F. ABEL



Delegate Participation

The Twenty-sixth Annual Convention of the National Association of Public School Business Officials recently held in Baltimore, Md., built its program to allow a maximum amount of delegate participation. Discussion leaders were provided for many of the important addresses followed by discussion or questions from the delegates.

One evening session was devoted to three discussion "section meetings," and another evening session, to five "round-table conferences," at which there were exchanges of ideas and practices.

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